Adjusting to Life 'On the Beat':

A Longitudinal Examination of Adaptation to the Police Profession

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THE EXPERIENCED OFFICER

A central point of this thesis is the need for investigations of employee well-being to take a holistic approach. Prior research examining the factors that contribute to the well-being of individuals employed in high-risk professions has focussed almost exclusively on officers' risk of developing psychopathology. In not taking a holistic approach to such investigations, this research has in many ways presupposed that exposure to adverse events and circumstances can lead to disruptions in an individual's capacity to function in an effective way. Alongside this assumption is the belief that the stress experienced by police officers, and indeed other emergency service personnel, is predominantly a function of their operational experiences. Increasing evidence suggests that this is not the case, and highlights the importance of acknowledging the contribution made by organisational characteristics and by individual differences in the determinance of employee well-being (e.g., Abdollahi, 2002; Bartol, 1996; K.J. Burke & Paton, 2006a; Hart, Wearing & Heady, 1993; 1995; Kohan & Mazmanian, 2003), as well as the importance of examining the collective effects of positive and negative events on officers' capacity to adapt and cope. Some researchers contend that officers actually derive positive experiences from the very situations that lead the lay person to assume the job as stressful (Gist & Woodall, 2000), and chapters 6 and 7 presented evidence to suggest that this is the case. Moreover, this contention extends to an argument that individuals in occupations such as policing are not going to be affected in the same way as a civilian exposed to these situations. This is held

to be because their training, but more importantly their expectations, have prepared them in advance for this exposure.

This section of the thesis reports the data from 58 police officers followed over a period of 26-32 months spanning the time from their academy training to almost 2 years of operational duties. In chapter 8, the ways in which officers appraise their involvement in potentially traumatising events is explored, while chapter 9 explores the adjustment process and the changes in individual and organisational determinants of well-being from training to the completion of officers' one year probationary period. Chapter 10 follows up these officers after 2 years of operational duties (almost 3 years of organisational exposure) and examines the factors which officers themselves implicate in their job satisfaction, adjustment to policing and organisational commitment.

Summary of Baseline and Post-training Findings.

During the baseline phase (reported in Chapter 5), a distinction was made between those officers who had experienced a traumatic event prior to joining the police service and those who had not. The rationale for this distinction was that the experience of this prior event may play a role in determining responses to future traumatic events, and indeed to the ways in which officers' respond to potentially stressful events per se. Thus, it was hypothesised that the experience of a prior lifetime trauma may have a salient impact on the officers' ability to adjust to the demands of policing. However, there is little concurrence in prior studies as to the direction this impact might take. As discussed in chapter 5, Stephens, et al. (1999) postulated that prior traumatic exposure for new police officers may increase their vulnerability to respond in a negative way to the potentially traumatic events they encounter in an operational policing context. In contrast, there is recent evidence that suggests traumatic exposure can result in positive emotional outcomes for some

individuals. A further argument relevant to the policing context, is that those in emergency service and protective service professions, such as police, ambulance and fire services, expect this exposure and this will not conceptualise such events as traumatic (e.g., Gist & Woodall, 2000), it therefore follows that if an event is not perceived as traumatic, these individuals will not exhibit a traumatic reaction to such exposure. It is argued that this conceptual ability can be promoted by prior exposure, and such exposure acts as a precursor to later resilience rather than acting as a vulnerability mechanism, as in the notion of post-traumatic growth (Tedeschi & Calhoun, 2001). Prior exposure therefore does not completely inoculate officers against future traumatic events, but it does increase the threshold at which events experienced are considered to be traumatic. Similarly, training does not necessarily provide officers with all of the resources and strategies that they will need once operational, but it does provide them some insight into the types of jobs they will be facing, the ways in which they can respond to the mental/emotional aftermath of such events, and provides them with the resources to see these events as a challenge experience, rather than conceptualise them as a threat.

When examining responses to prior traumatic events that met the DSM-IV-TR (APA, 2000) definition, no gender differences were found for positive outcomes following traumatic exposure, however, females exhibited significantly higher scores on intrusion, and trends towards higher scores on both avoidance and hyperarousal. It was suggested that this may have been an artefact of higher trait levels of neuroticism in women, as the same pattern was apparent when the distinction between trauma groups was not made. This is consistent with the findings of R.J. Burke et al (2005); Morash et al (2006) in police populations, and, within the general population (e.g., Costa et al. 2001; Lynn & Martin, 1997; Rantanen, 2007). However, the trauma group did score significantly higher on all

facets of the IES-R and PTGI than the non-trauma group, thus providing further support for the contention that the gender difference for intrusion is simply an artefact of higher trait neuroticism for females. Importantly, these results indicate a difference in baseline levels of PTSD symptomatology, and reports of posttraumatic growth providing two distinct, naturally occurring groups that can be compared for changes in these constructs over the course of their policing careers (i.e. those that experienced a prior lifetime trauma and those that did not).

As a result of the findings of chapter 5, a number of questions were posed regarding the potential impact of this prior lifetime trauma exposure. Specifically, does the experience of prior trauma facilitate positive reactions to future traumatic exposure and to future stressful events, and in this way have an impact on coping? It was also postulated that this prior experience may have influenced the decision of officers to join the profession. Chapter 7 indicated that while exposure to the police profession itself, whether through a familial association or through a contact with officers, facilitated decisions to become a police officer, there was little evidence suggesting officers prior traumatic life experience had any major impact on their decision to become a police officer. The remaining questions regarding the impact of these events on adaptive capacity and adjustment are addressed in chapters 8 and 9.

In Chapter 5, it was found that officers reported high use of adaptive coping at the baseline phase, and this level of use was maintained to the post training phase of the investigation. However, while gender profiles showed some significant differences at baseline, these profiles were homogenous (i.e. there were no significant gender differences) at the post training phase, and the success of the socialisation process, especially through the training program, was implicated in this change. Further evidence of the influence of

socialisation on this homogeneity was found in officer interviews which were reported in Chapter 7.

Chapter 5 also indicated that officers stress levels decreased overall between the baseline and post training phases of the study, and that stress from performance difficulties continued to be the form of stress reported most by officers, when compared to somatic and general distress complaints. This contention was further supported by the finding of Chapter 7 in which officers indicated they experienced a higher level of evaluative stress whilst at the police academy, and that while stress did decrease once training had been completed, they were still experiencing evaluative stress due to their probationary status. These results led to the questions of whether the pattern of adaptive, homogenous coping would be maintained by both genders and whether stress would continue to decrease as officers became more experienced on the job. Furthermore, the question of whether this experience would also lead to a decrease in evaluative stress (performance difficulties) was also posed. Each of these questions are addressed in Chapter 9.

In addition to questions regarding the individual stress levels and coping responses of officers, the findings of chapter 6 generated questions regarding the relationship between positive and negative work experiences, their influence on stress and coping, and the role played by the organisation in facilitating job satisfaction. Chapter 6 reported that officers at the post training phase were exhibiting moderate to high levels of job satisfaction, and that satisfaction was predicted by a number of individual and organisational variables. Notably, stress had the expected negative influence on job satisfaction, and organisational hassles offered more predictive value in satisfaction than operational hassles. The coping strategies of denial and emotional social support had negative predictive effects on satisfaction, while behavioural disengagement had a positive influence, which was

suggested to be a result of the need for task prioritisation in a profession such as policing. Extraversion was the only personality trait to be implicated in satisfaction. Furthermore, there were no gender differences found in levels of job satisfaction, positive and negative work experiences or perceptions of organisational climate.

The socialisation process apparent in Tasmania police was explored in some detail in Chapter 7 which examined officers' perceptions of their training, the positive and problematic aspects of the transition to operational policing, and explored how these were influenced by the officers' expectations. A major finding was that the aspects identified by officers' as deficiencies in training, were also aspects of mismatch between their expectations of their job role and reality once they had commenced operational duties. Along with officers' perceptions of the effectiveness of their training as a preparatory mechanism, reasons for joining the profession and their experiences of the transition from trainee to operational officer all played a role in defining these expectations. The officers reported a number of cognitive changes in relation to ways of coping, ways of seeing the world and feelings of heightened awareness, which suggested officers were showing 'symptoms' of the development of a shared cultural identity defined by their police role. This finding provided further support for the officers' homogeneity in coping, occupational experiences, perceptions of organisational climate and job satisfaction reported in chapter 6. The maintenance of this homogeneity is explored further in chapters 9 and 10.

CHAPTER EIGHT

RESILIENCE MARKERS IN THE EXPERIENCED OFFICER: APPRAISAL OF POTENTIALLY TRAUMATISING EVENTS

8.1 The Role of Prior Trauma Experiences

The aim of this chapter is to examine the ways in which officers' report responding to potentially traumatising events experienced in their occupational roles. The introduction to this section of the thesis outlined two major arguments regarding the future effects of a traumatic event experienced prior to joining a profession such as policing. The first takes a pathological approach, and argues that exposure to a traumatic event prior to joining the police, coupled with the inevitably high levels of potentially traumatising events encountered on the job will increase the vulnerability of officers to develop stress related psychopathologies such as acute stress disorder and PTSD (Carlier, Lamberts & Gersons, 2000, Carlier, Lamberts, Gersons & Berthold, 1997, Hodgins, Creamer & Bell, 2001). In contrast, other researchers argue that this prior exposure provides officers with some insight into the types of events they will inevitably experience in an occupational context, and thus can act as a protective mechanism.

This argument is extended to the occupational context itself, in that the context can act as a protective factor as officers have a level of expectation of involvement in and exposure to such events, and have been trained to respond to such events in a way which prevents them from being conceptualised as traumatic. A clear example of this is provided in chapter 7 where officers talked directly about using strategies such as denial and positive reinterpretation in order to cope with the demands of the profession. In this way, they were

able to separate themselves emotionally from the stressful and traumatic nature of some of their operational experiences to that point.

The notion that the experience of a prior traumatic event could have a salient and positive impact on an officer's ability to adjust to the demands of policing, coupled with the findings of the previous section of the thesis regarding prior traumatic exposure led to a number of hypotheses. These were predominantly based on the questions posed at the conclusion of Chapters 5 and 7 regarding the impact of a prior life time event, and the maintenance of patterns of gender difference in negative post traumatic symptomatology.

8.1.1 Hypotheses.

Given that the individuals participating in this study are new police officers and their job involves primarily frontline policing for the first 12 months of their probation, it is likely they will have been involved in a number of incidents that could be classified as potentially traumatising. The nature of the job, and indeed lay conceptualisations of policing, would suggest that this involvement would exceed that of the officers' personal lives. Thus, Hypothesis 14 predicts that officers will report experiencing a higher level of exposure to potentially traumatising events in an occupational context than to potentially traumatising events occurring in their personal lives.

The qualitative data presented in Chapter 7 suggests that officers assigned to stations at Burnie and Devonport were expected to perform with a greater degree of autonomy and less supervision at an earlier point than officers in other stations. Thus, their exposure to operational events has the potential to be higher by virtue of the lack of staff reported at these stations, and the greater levels of autonomy given to these regional staff at an earlier time point. Hypothesis 15 predicts that officers assigned to stations in the North-West of the state will report a higher frequency of exposure to potentially traumatising

events than those assigned to city stations in Launceston or Hobart. If this higher level of operational exposure is found to be true, there is also the potential for this to manifest in higher levels of operational hassles and uplifts at regional versus city stations. This contention will be followed up in Chapter 9 if hypothesis 15 is supported.

While it is predicted that officers will experience a higher frequency of exposure to potentially traumatising events in a work context than in their personal lives, it is expected that these events will not be conceptualised as being traumatic. As previously discussed, there is an argument that prior exposure to a traumatic event, coupled with training in an occupational context such as policing, results in an expectation of involvement in such events, and that these things combined can act as a protective buffer against these events being conceptualised as traumatic (Fredrickson et al. 2004; Paton, 2005). In this respect, Hypothesis 16 predicts that there will be a significant decrease in post-trauma symptomatology in the follow-up phase compared to the baseline phase due to events being experienced in a work context not being conceptualised as traumatic. On a similar note, there is not expected to be a significant difference in post-trauma response (scores on IES-R and PTGI) between those officers who experienced a traumatic event on the job compared to those officers that did not (Hypothesis 17). This is because the expectation of such exposure will have shielded them from the development of a traumatic response as the events would not reach the threshold of being considered traumatising.

The impact of personality on post-trauma symptomatology will also be explored in this phase of the study. In Chapter 5, no gender differences were found between scores on the PTGI regardless of whether a trauma had been experienced or not. However, females consistently scored higher than males on the Intrusion subscale of the IES-R and showed a trend towards higher scores on the Avoidance and Hyperarousal subscales. It was argued

in Chapter 5 that the higher scores for females may have been an artefact of higher trait levels of neuroticism. If this is the case, the same pattern of results should be evident in this phase of the study, as personality is held to be a relatively stable construct, and therefore whether or not events are being conceptualised as traumatic, women will show higher scores on the IES-R by virtue of higher trait neuroticism (Hypothesis 18).

8.2 Method

8.2.1 Participants.

Seventy-Eight Police Constables, who comprised the first 4 training groups in the baseline and post-training phases of this research project were surveyed after their first 12 months of operational duties – representing a time point of 20 months since the initial baseline survey point at the police academy. Responses were received from 58 constables, giving a total response rate of 75% of the original recruit group. The response rate at this stage also reflected 92% from the post-train phase (n= 63 for these 4 groups post-training), two of these non-respondents had since resigned from the police, and one had been formally dismissed. Two of the individuals no longer with the service commented informally to the investigator about their reasons for leaving, but formal exit interviews were declined. The two remaining non-responders no longer wished to take part in the study.

Of those who responded during this phase, 41% (n= 24) were based in Hobart, 31% (n= 18) in Launceston, 17% in Devonport (n= 10) and 10% in Burnie (n= 6). In order to make meaningful comparisons, those officers assigned to Burnie and Devonport were collapsed into a North West group after t-tests established that there were no significant differences between their scores on any of the constructs being examined. The results of these analyses can be found in Appendix K. Gender representations were maintained, with

57% of respondents (n= 33) being male. The mean age of the constables was 29.66 (SD= 9.11) with ages ranging from 18 to 52, maintaining the original age distribution.

8.2.2 Materials.

8.2.2.1 Potentially Traumatising Events and Experiences. A distinction was made between operational and personal events experienced by the officers. Operational experiences were defined as those events that occurred while the officer was acting in the capacity of their work role, as opposed to personal events which occurred outside of work in the officer's personal life. An event checklist was developed which distinguished between these two types of events.

For operational events, officers completed the Traumatic Stress Schedule (TSS) (Norris, 1992), the instructions of which were adapted. The form asked officers to identify which incidents they had been involved in during the past 12 months whilst on the job – in their capacity as a police officer, (Please see p.83-84 for more information regarding the TSS). Alongside this, officers were asked about their involvement in a number of specific incidents which require compulsory referral for follow-up to the critical incident stress management (CISM) body responsible for the post-trauma support of Tasmanian police officers (M. Ryan, personal communication, 2004). These events include involvement in, or attendance at, a fatal motor vehicle accident (MVA), the serious injury or death of a child and the serious injury or death of an officer.

Fifteen separate incidents were listed, all but one involving compulsory referral and follow-up. Involvement in a motor vehicle accident resulting in no injuries or minor injuries was included to ascertain the relative frequencies of those officers involved in this event compared to more serious MVAs requiring referral. Three incidents described by the Tasmanian police service were separated out into distinct events; death or serious injury of

an officer became 2 events, death of an officer and serious injury of an officer. Death or serious injury of a child was separated in the same way, and attendance at an MVA involving serious injury or death became MVA resulting in serious injury and fatal MVA.

Personal events were examined in a similar way; officers answered the TSS a second time, this time with respect to their personal lives during the past 12 months. Officers also indicated their involvement in a list of 12 incidents which involved stress, challenge or change. These items were selected from a truncated version of the Holmes and Rahe Social Readjustment Scale (Dohrenwend & Dohrenwend, 1984) in order to provide a picture of events occurring outside the officers' work life. The use of such items is consistent with previous approaches and use in police populations (see Violanti, 2001). This part of the questionnaire did not assign weights to the events, as in the traditional scale, but simply asked the officer to indicate whether the event had occurred in the past 12 months. While Violanti suggests that data is unreliable beyond a six month time span, a 12 month span was used in thus study as officers were experiencing a time of substantial readjustment and therefore more likely to have a heightened awareness of any changes and involvement in events.

The events included both positive and negative events such as death of a close friend or family member by natural means (as distinct from the item on the TSS related to death from an accident, homicide or suicide), relationship breakdown, personal illness or injury, major financial difficulty, marriage and birth of a child. Officers were further asked to identify which of the incidents, both operational and personal, they had been involved in was the worst one they had experienced during the past 12 months, and to provide a short description of the event, their involvement in it and their reactions to it (consistent with the approach taken during the baseline phase for the TSS). The full checklist of operational

and personal experiences is included in Appendix L. Officers answered the IES-R and PTGI (see below) while considering their *'worst experience'* from the past 12 months.

8.2.2.2 Additional Measures. As this project utilised a within subjects design, officers completed measures at more than one time point. During this phase of the study all measures that were administered in previous phases, were again completed by participants, with the exception of the measure for personality. Table 37 is reproduced from chapter 4 and the highlighted cells indicate the measures employed at this time point in addition to the operational and personal incident checklists outlined above. Details about each of these measures can be found in Chapter 4 (pp.80-95).

Table 37

The Concepts Examined at each phase of the Project.

Concept	Instrument	BL	PT	FU
Personality	NEO-FFI (Costa & McCrae, 1989).	X		
Coping	COPE Inventory (Carver, Scheier & Weintraub, 1989).	X	X	X
CPF (stress)	HSCL-21 (Green, Walkey, McCormick, & Taylor, 1998).	X	X	X
Trauma Experiences	Traumatic Stress Schedule (Norris, 1992).	X		X
Symptoms of Traumatic Distress	IES-R (Weiss & Marmar, 1997).	X		X
Positive change following trauma	PTGI (Tedeschi & Calhoun, 1996).	X		X
Positive & Negative Occupational Experiences	PDHUS (Hart, Wearing & Heady, 1993, 1995).		X	X
Organisational Climate	Adapted TCI (Anderson & West, 1998; K.J. Burke & Paton, 2006).		X	X
Job Satisfaction	JSI (Brayfield & Rothe, 1984).		X	X

Note. BL = Baseline Phase, PT= Post-training Phase, FU = Follow-up Phase.
CPF = Current Psychological Functioning.
X denotes construct was measured during this phase.

8.2.2 Procedure.

All constables were emailed by the researcher approximately 3-4 weeks prior to the 12 month anniversary of their graduation from the police academy. The email took a

relaxed and casual tone, the aim being to reintroduce the researcher and the project, while focussing on the 12 month milestone that was approaching for these officers. The email informed constables of the upcoming phase of the study, and that they would be contacted again some time in the near future and asked to once again continue their participation in the research. A statement about the maintenance and assurance of individual officers' confidentiality and the voluntary nature of the study was also reiterated in this email letter. Officers were also given the opportunity to have the survey booklet sent to a different address and were instructed to reply to the email or phone the investigator with any differing address information. Individual address details were re-checked for those who had provided alternate address information in the post-training phase.

During the three weeks after the email contact, test booklets were mailed out to each individual Constable and another email was sent out informing the officers that this was occurring. The package contained a cover letter which reintroduced the study and provided the officers with more information about the current phase and instructions for the completion of the booklet and its return to the University. The package also contained a copy of the information sheet for this phase, which officers were informed to keep for their records. A stamped self-addressed envelope was included to facilitate survey return. Officers were given a period of 6 weeks in which to respond with standard reminder letters sent at 3, 5 and 6 weeks respectively after the mail out had their survey package not been returned. Consent was deemed to have been obtained upon voluntary return of the completed booklet, and Constables were informed to return the booklet blank if they did not wish to take part. The test booklet took a similar form to the booklet officers completed during the other phases of the investigation, and all instruments were randomly allocated

throughout, again with the exception of the PDHUS in which the two scales were kept together with only their individual presentation order randomised.

In order to account for the severity of potentially traumatic events, officers were placed into either a 'trauma' or 'no trauma' group on the basis of the event described by each individual as the worst event they had been involved in during the past 12 months. Accordingly, 43% of the recruits (n= 25) were placed in the trauma category, as the event described was deemed to fit the DSM-IV-TR (APA, 2000) definition of a trauma, and thus was seen as a potentially traumatising life event. The remaining 33 recruits either described involvement in an event that did not meet the requirements of the DSM-IV-TR to be categorised as a traumatic experience, specified that the incident had not been overly concerning or stressful for them, did not provide enough details for this distinction to be made, or did not specify an event. These recruits made up the 'no trauma' group. These two groups were used to examine differences in trauma experiences and responses during the follow-up phase only.

8.3 Results

8.3.1 Personality.

While personality was not re-measured at this stage, it was considered important to establish the personality profile of the 58 Officers who were involved in this phase of the study, and any apparent gender differences. Independent samples t-tests, with a bonferroni adjustment setting α= .001, indicated that females showed trends towards higher trait levels of Neuroticism $t(56)$= -2.43, p= .02, Extraversion $t(56)$= -2.16, p= .03 and Agreeableness $t(56)$= -2.36, p= .02 than their male counterparts. There were no significant differences in trait levels of Openness $t(56)$= -1.02, p= .31 or Conscientiousness $t(56)$= -1.05, p= .30.

8.3.2 Potentially Traumatising Experiences.

Table 38 outlines the percentages of officers who experienced potentially traumatising and stressful experiences while on the job during their first 12 months of operational duties. The data indicated that the majority of officers had attended a motor vehicle accident (MVA) which resulted in no injuries or minor injuries only. Almost a third of officers had attended an MVA resulting in severe injury, and a further third had attended an MVA in which the result was a fatality. Just under half of the Constables reported having been assaulted, injured or having had their life threatened while working in their capacity as a Police Officer. Further, just over a quarter reported experiencing another incident that they found stressful or challenging while on the job. There were no reported experiences of attendance at the death of an officer, the death of a close friend or family member (tragic death on the TSS), or cases in which officers returned fire.

Table 38

Frequencies of Potentially Traumatising Events experienced on-the-job by Police Constables.

Event	*N*	Overall %
MVA – no or minor injuries only	48	83%
Physical Assault	24	41%
Fatal MVA	19	33%
MVA – Severe injury	17	29%
Single victim homicide	12	21%
Severe mutilation	11	19%
Fire	11	19%
Death of a child	6	10%
Disaster Identification Work	5	9%
Work with victims of multiple/disturbing homicide	4	7%
Accidental death or serious injury of public by an officer	4	7%
Robbery	3	5%
Serious Injury of an officer	2	3%
Officers fired upon	2	3%
Serious injury of a child	2	3%
Unwanted sexual activity	2	3%
Other Disaster	5	9%
Other Incident	15	26%

N= 58

Table 39

Frequencies of potentially stressful event experienced by police constables in their personal lives in the 12 months following graduation.

Event	*N*	%
Change in living arrangements	20	35%
Change in weight or eating habits	20	35%
Vacation or travel	20	35%
Divorce/Marital separation or relationship break-up	9	16%
Increase in amount or frequency of alcohol consumption	7	12%
A new intimate relationship	7	12%
Death of family member or close friend (non-tragic)	6	10%
Marriage/other intimate partner commitment	6	10%
Outstanding personal achievement	5	9%
Robbery	2	3%
Physical Assault	2	3%
Unwanted sexual activity	2	3%
Motor Vehicle Accident	2	3%
Major personal illness or injury	1	2%
Any other significant personal event	1	2%

N= 58

Table 39 reports the frequencies of officers reporting potentially stressful life events that occurred outside their working life. There were no reported experience of personal injury or property damage due to fire or from another disaster, death of close friends or

family members from an accident, homicide or suicide (tragic death), reconciliation of a marital/intimate relationship, major financial difficulty, or birth of a child.

Just over a third of the officers reported a change in living arrangements – most of which were due to station assignment outside the officer's normal district of residence. A change in weight or eating habits and vacation or travel was also reported by over a third of respondents. A number of officers (just under 20%) reported a divorce, marital separation, or relationship break-up in the 12 months following graduation, and some reported a new intimate relationship in the same time period. However, only 2 officers who reported a break up also reported a new relationship.

Only 3% (n= 2) of respondents indicated no involvement in a potentially traumatising operational experience, while 17% (n= 10) reported no involvement in potentially stressful personal incidents. All officers experienced at least one potentially traumatising or stressful experience either on the job or in their personal lives. The number of operational incidents reported (excluding those who reported none) ranged from 1 (n= 4) to 10 (n= 1). Thirty-one percent (n= 18) reported experiencing 2 operational events and a further 22% (n= 13) reported 3 events. The number of personal incidents reported ranged from 38 % who reported 1 (n= 22) to 6 incidents (n= 3). A chi-square test of independence indicated that a significantly higher proportion of events were experienced by officers on the job than in their personal lives χ^2 (48, N=58)= 97.06, p<.001. Given this result, a subsequent analysis was conducted to ascertain whether there were significant differences in the frequencies of operational events experienced for each station. For Hobart, the mean number of incidents was 5.04 (SD= 2.82) for Launceston the mean was 6.44 (SD= 3.72) and the NW Coast had a mean of 4.50 (SD= 3.57). A one-way ANOVA found that there

were no significant differences in the mean number of incidents experienced at each station $F(3,54) = 0.96, p = .41$.

The effect of station assignment was also considered in the context of all the remaining variables being examined in this phase of the study, as it was considered important to account for the potential effects prior to examining the remaining data. A series of one-way ANOVAs were conducted, with station assignment (NW Coast, Launceston and Hobart) treated as the IV, while each scale and subscale measured were treated as DVs. These analyses indicated that there were no significant differences on any of the constructs being examined with the exception of PTG $F(2,55) = 3.83, p = .03$. Subsequent REGWQ post-hoc tests were conducted and these indicated that there were no significant differences in PTG scores between the 3 stations. This finding is likely due to the stringency of the REGWQ test compared to the ANOVA alone, as REGWQ adjusts the alpha level at which differences are considered significant to control for type 1 errors without substantial loss in power (Howell, 2002). Therefore, while the ANOVA indicated a significant difference, this difference was not found with the more stringent requirements of the REGWQ test. This finding was confirmed by examination of the confidence intervals (see Figure 15) which indicated that the range of scores overlapped to a considerable degree and would not be considered significantly different. Therefore, there were no significant differences found between the stations on any of the constructs being examined. (These analyses can be found in detail in Appendix M.)

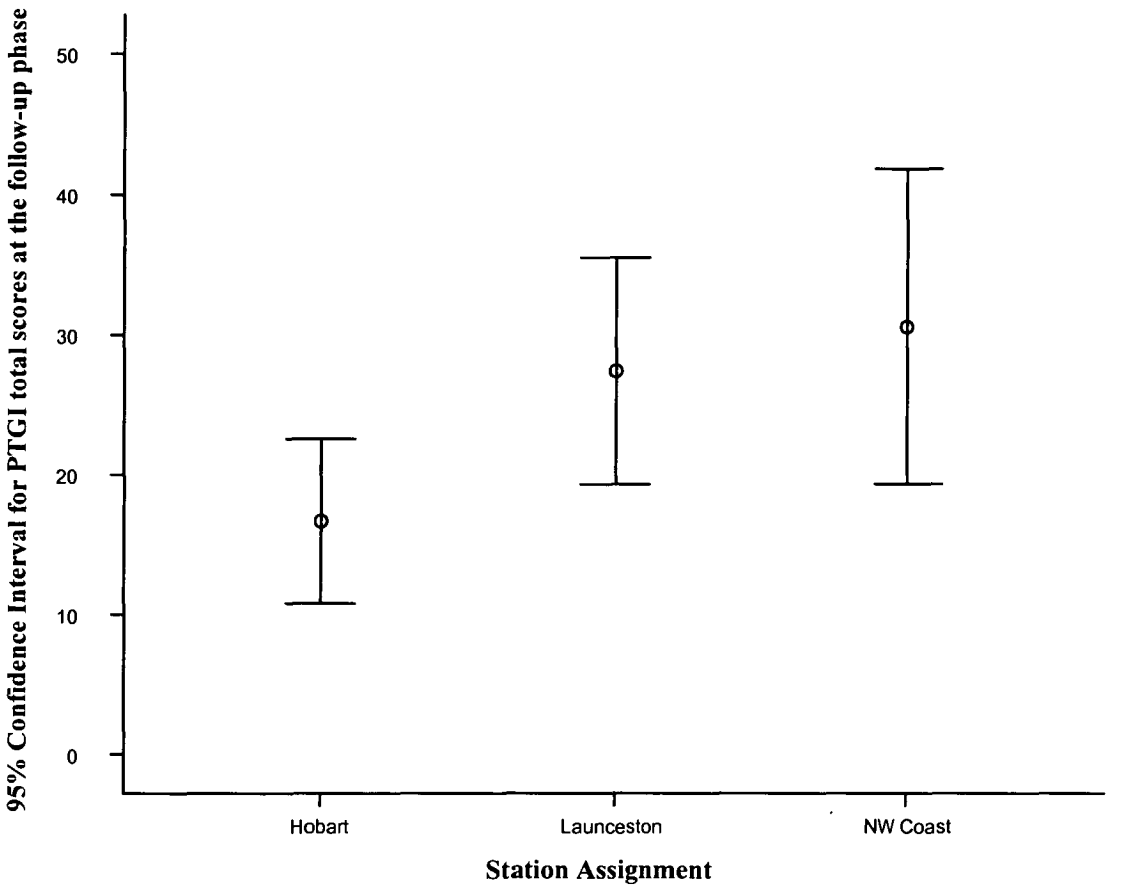

Figure 15. Comparison of means and confidence intervals for total PTG scores in the follow-up phase by station assignment.

8.3.3 Responses to Potentially Traumatising Events.

The changes in scores on the IES-R and PTGI were examined and the overall mean score on the IES-R decreased from 14.67 (*SD*= 9.03) at the baseline phase to 10.42 (*SD*= 6.63) at the follow-up phase. A paired samples t-test indicated that this change was not significant *t(57)*= 1.93, *p*= .06. Subsequent examinations indicated that none of the IES-R

subscales showed significant changes between the baseline and follow-up phases [Intrusion $t(57) = 1.67, p = .10$; Avoidance $t(57) = 1.82, p = .07$; Hyperarousal $t(57) = 1.70, p = .10$].

The mean scores on the PTGI also showed a decrease from the baseline ($M = 36.83$, $SD = 15.14$) to the follow-up phase ($M = 23.83$, $SD = 7.70$). A paired samples t-test indicated that this change was significant $t(57) = 4.08, p < .001$. The subscales of the PTGI all mirrored this significant decrease [Relating to others $t(57) = 4.34, p < .001$; New Possibilities $t(57) = 3.40, p < .001$; Personal Strength $t(57) = 2.52, p = .01$; Spiritual Change $t(57) = 2.23, p = .03$; Appreciation of Life $t(57) = 2.45, p = .02$].

Comparisons of mean scores for each trauma group by gender on the IES-R and PTGI at the follow-up phase (Table 40) show a somewhat different picture to that apparent in the baseline phase. For the IES-R, there appears to be differences between the genders, with females scoring consistently higher than males on the IES-R overall as well as on each of the subscales. However, total mean scores on each of the subscales appear relatively consistent between trauma groups, with the mean score being well below that which is indicative of traumatic stress symptomatology. Scores ranged from 0 to 31, with only 10 % ($n = 6$) of participants scoring above 20.

For the PTGI, the data show the opposite pattern. There are some apparent differences between scores on the subscales for each trauma group. The trauma group has the highest overall score on Relating to Others and appears to be scoring consistently higher on all the subscales when compared to the no trauma group, although the means for the Spiritual Change dimension are relatively low and consistent between groups. Scores for each gender on each of the PTGI subscales appear very similar.

A 2x2 factorial ANOVA was conducted to examine the differences in scores between gender and trauma groups on the IES-R and the PTGI. The analysis indicated no significant overall effect for gender $\acute{\omega}$= .77, $F(8.47)$= 1.79, p= .10 and no significant interaction between gender and trauma group $\acute{\omega}$= .76, $F(8,47)$= 1.83, p=.09. However, there was a significant effect for trauma group $\acute{\omega}$= .39, $F(8,47)$= 9.32, p<.001. Subsequent between subjects analyses, with a bonferroni adjustment, (IES-R α= .01 and PTGI α= .008) indicated that, despite the non-significant overall effect for gender, there were significant gender differences on overall IES-R scores (p=.001) and on Intrusion (p=.003) and, Hyperarousal (p= .003). Avoidance (p= .02) while not significant with the more stringent bonferroni adjustment is also showing a trend towards significance. There were no significant gender differences on PTGI scores (see Appendix N for analyses), and it appears these non-significant effects may have been masking the significant gender effect found for the IES-R.

The between subjects comparisons for trauma group showed the opposite pattern of differences. There were no significant differences in scores between trauma groups on the IES-R (see Appendix N), however, the trauma group scored significantly higher than the no trauma group on all facets of the PTGI (p<.001 for all comparisons) with the exception of spiritual change (p=.50). Significant differences are shaded horizontally for both gender and trauma group in Table 40.

Table 40.

Comparison of Mean Scores on the IES-R and PTGI subscales for Police Constables in each Trauma Group by Gender at the Follow-up Phase

	Female		Male		Combined	
Scale	Trauma[a]	No Trauma[a]	Trauma[a]	No Trauma[a]	Trauma[b]	No Trauma[b]
Intrusion	6.42 *(3.50)*	5.62 *(4.71)*	3.90 *(3.14)*	2.15 *(2.61)*	4.20 *(3.71)*	4.55 *(3.91)*
Avoidance	6.33 *(4.62)*	4.77 *(3.85)*	4.07 *(4.12)*	2.35 *(1.95)*	5.16 *(4.43)*	3.03 *(2.92)*
Hyperarousal	3.78 *(2.57)*	2.15 *(1.31)*	1.07 *(0.75)*	1.15 *(0.30)*	2.38 *(3.04)*	1.55 *(1.68)*
IES-R-Total	16.53 *(10.22)*	12.53 *(9.77)*	7.31 *(4.79)*	7.36 *(5.92)*	11.74 *(9.67)*	9.12 *(7.84)*
Relating to Others	12.75 *(6.63)*	2.62 *(2.66)*	10.53 *(5.44)*	3.60 *(5.08)*	11.60 *(6.02)*	3.15 *(4.30)*
New Possibilities	6.75 *(4.53)*	2.15 *(2.51)*	6.92 *(4.75)*	2.55 *(3.79)*	6.84 *(4.82)*	2.36 *(3.42)*
Personal Strength	9.58 *(3.62)*	5.46 *(2.84)*	10.92 *(3.42)*	3.95 *(4.21)*	10.28 *(3.52)*	4.42 *(3.74)*
Spiritual Change	1.00 *(1.21)*	0.54 *(0.77)*	0.23 *(0.83)*	0.35 *(0.93)*	0.60 *(1.08)*	0.42 *(0.87)*
Appreciation of Life	7.50 *(2.50)*	3.46 *(2.98)*	7.31 *(3.56)*	3.50 *(3.50)*	7.40 *(3.04)*	3.42 *(3.31)*
PTGI-Total	37.58 *(16.41)*	14.23 *(7.80)*	35.92 *(14.93)*	13.95 *(14.77)*	36.72 *(15.34)*	13.79 *(12.53)*
n	12	13	13	20	25	33

Note. Numbers in brackets are Standard Deviations
df for all analyses is (8,47)
[a] shaded cells denotes gender difference
[b] shaded cells denotes trauma group difference

On examination of the relationships between the overall scores on the IES-R and PTGI, no significant correlations were found. Table 41 shows that there are no relationships between the two trauma constructs, while also demonstrating the inter-correlations between the subscales of each relevant dimension.

Table 41.

Correlations between PTGI and IES-R Scales for all Police Constables at the follow-up phase

IES/PTGI Subscale	Int	Av	HA	ITot	RO	NP	PS	SC	AL	PTG
Intrusion (Int)	1									
Avoidance (Av)	.52**	1								
Hyperarousal (HA)	.68**	.71**	1							
IES-R Total (ITot)	.86**	.87**	.89**	1						
Relating to others (RO)	-.06	.15	.11	.07	1					
New Possibilities (NP)	-.07	.13	.09	.05	.82**	1				
Personal Strength (PS)	.11	.10	.12	.12	.65**	.69**	1			
Spiritual Change (SC)	.21	.16	.20	.22	.52**	.44**	.19	1		
Appreciation of Life(AL)	.14	.13	.20	.17	.68**	.73**	.33*	.33*	1	
PTGI Total (PTG)	.03	.15	.12	.12	.92**	.92**	.84**	.48**	.85**	1

$N = 57$
$^{*}p<.05$, $^{**}p<.01$

As there were gender differences identified for the IES-R, correlation analyses were conducted for each gender. These are shown in Table 42 and indicate that there are some differences in the pattern of relationships between the constructs for males and females. Females show a significant positive association between avoidance and intrusion, which is not apparent for males. Similarly, females show a much stronger association between avoidance and hyperarousal ($r = .84$) compared to males ($r = .37$). Furthermore, despite no

gender differences in scores on the PTGI, females show significant positive associations between spiritual change and the other PTG constructs of New possibilities, Appreciation of Life and Overall PTG. Males did not exhibit these associations. However, despite there being some differences neither gender showed any relationships between the IES-R and PTGI thus maintaining the pattern found for the trauma groups. On this basis, it was concluded that gender was not having a substantial effect on the non-relationship occurrence as it was consistent across both correlation analyses.

Table 42

Comparison of Associations between scores on the IES-R and PTGI by Gender (Males shown on bottom diagonal)

IES/PTGI Subscale		Int	Av	HA	ITot	RO	NP	PS	SC	AL	PTG
						Females					
Intrusion (Int)		---	.58**	.64**	.85**	-.08	-.14	.03	.20	.79	-.01
Avoidance (Av)		.29	---	.84**	.91**	.08	.10	-.07	.27	.11	.08
Hyperarousal (HA)		.63**	.37**	---	.91**	.14	.01	.02	.31	.24	.13
IES-R Total (ITot)		.82**	.76**	.76**	---	.04	-.01	-.01	.29	.20	.07
Relating to others (RO)	***Males***	-.12	.18	-.02	.03	---	.90**	.63**	.62**	.65**	.95**
New Possibilities (NP)		-.02	.17	.22	.13	.77**	---	.53**	.63**	.60**	.90**
Personal Strength (PS)		.13	.19	.21	.22	.68**	.78**	---	.35	.72**	.78**
Spiritual Change (SC)		.06	-.13	-.20	-.09	.42*	.30	.07	---	.49*	.65**
Appreciation of Life(AL)		.08	.12	.16	.15	.70**	.82**	.71**	.21	---	.81**
PTGI Total (PTG)		.01	.18	.13	.13	.90**	.93	.87**	.33	.88**	---

Female n= 25 (Top diagonal)
Male n = 33 (Bottom diagonal)
*p<.05, **p<.01

Due to the non-significant relationships between facets of the IES-R and PTGI, further correlation analyses on each trauma group (i.e. trauma vs. no trauma at follow-up) were conducted. Tables 43 and 44 shows the results of these separate correlation analyses and indicates a remarkably different pattern of relationships between the IES-R and PTGI for each group.

Table 43.

Correlation Analyses on Relationships between IES-R and PTGI for the No-Trauma Group at the Follow-up Phase.

IES/PTGI Subscale	Int	Av	HA	ITot	RO	NP	PS	SC	AL	PTG
Intrusion (Int)	1									
Avoidance (Av)	.64**	1								
Hyperarousal (HA)	.76**	.76**	1							
IES-R Total (ITot)	.92**	.88**	.90**	1						
Relating to others (RO)	.37*	.45**	.31	.43*	1					
New Possibilities (NP)	.37*	.52*	.42*	.48**	.95**	1				
Personal Strength (PS)	.48**	.42*	.36*	.48**	.48**	.55**	1			
Spiritual Change (SC)	..44*	.36*	.24	.41*	.59**	.50**	.09	1		
Appreciation of Life(AL)	.58**	.28	.36*	.48**	.42*	.48**	.48**	.12	1	
PTGI Total (PTG)	.55**	.52**	.44*	.58**	.90**	.92**	.75**	.48**	.69**	1

N= 33
*p<.05, **p<.01

Table 43 indicates that the no-trauma group is showing the expected pattern of relationships with respect to the IES-R and PTGI subscales. There is a moderate positive correlation between the total scores of the two scales, and the pattern of results here are

similar to those reported in the base line phase. A different pattern of results was found for the trauma group (Table 44), which showed a number of significant negative relationships between the two scales, and a moderate negative relationship between the scale totals.

Table 44

Correlation Analyses on Relationships between IES-R and PTGI for the Trauma Group at the Follow-up Phase.

IES/PTGI Subscale	Int	Av	HA	ITot	RO	NP	PS	SC	AL	PTG
Intrusion (Int)	1									
Avoidance (Av)	.50**	1								
Hyperarousal (HA)	.72**	.68**	1							
IES-R Total (ITot)	.84**	.86**	.90**	1						
Relating to others (RO)	-.44*	-.32	-.17-	-.37	1					
New Possibilities (NP)	-.46*	-.32	-.20	-.38	.65**	1				
Personal Strength (PS)	-.28	-.56*	-.26	-.44*	..36	.60**	1			
Spiritual Change (SC)	-.03	-.02	.15	..03	.62**	.42*	.25	1		
Appreciation of Life(AL)	-.38	-.28	-.05	-.29	.63*	.83**	.72**	.51**	1	
PTGI Total (PTG)	-.45*	-.41*	-.19	-.42*	.85**	.90**	.72**	.60**	.91**	1

$N = 25$
$^{*}p<.05$, $^{**}p<.01$

As the patterns of relationships were not consistent with findings in the literature, the trauma groups were then further split resulting in four groups with differing trauma experiences. This iteration was based on the reported experience of a traumatic event prior to coming into the police service – data which was gathered during the baseline phase. Thus, four groups corresponding to the different combinations of trauma events were formed; no event (NE), baseline trauma only (BL), follow-up trauma only (FU), and two

events, both baseline and follow up, (TE). These groups were used to further analyse differences in trauma experiences and responses over the course of the study.

Table 45 shows the mean scores on the IES-R and PTGI for these four groups at the follow-up phase of the study and indicates some potential differences in scores for each group. In particular, for the subscales of the PTGI, the BL group and TE groups appear to have higher scores than the NE and FU groups. The differences between the four groups were examined with a series of one-way ANOVAs. These results (Table 45) indicate there were no significant differences between groups for the IES-R scales, but there were differences on all facets of the PTGI with the exception of spiritual change.

Table 45.

Comparisons of Mean Scores on IES-R and PTGI for Constables split by trauma experiences over 20 months.

Scale	No Event	BL Trauma	FU Trauma	Both (TE)	*F*	*p*
IES – Intrusion	3.94 *(4.06)*	3.92 *(3.84)*	5.33 *(3.66)*	4.50 *(3.71)*	0.45	.72
IES – Avoidance	3.22 *(2.82)*	4.62 *(4.03)*	3.40 *(3.40)*	5.75 *(4.93)*	1.36	.27
IES – Hyperarousal	1.72 *(1.56)*	2.00 *(2.45)*	1.33 *(1.84)*	2.78 *(3.66)*	0.87	.46
IES – Total Score	8.89 *(7.83)*	10.54 *(9.03)*	10.07 *(7.86)*	10.42 *(8.63)*	0.55	.65
PTGI – Relating to Others	2.89 *(4.50)*	11.53 *(6.68)*	3.60 *(4.10)*	11.67 *(5.52)*	12.48**	<.001
PTGI – New Possibilities	2.28 *(3.63)*	7.77 *(5.85)*	2.53 *(3.00)*	5.83 *(3.35)*	6.22**	.001
PTGI – Personal Strength	4.61 *(4.27)*	11.31 *(3.73)*	4.47 *(3.18)*	9.17 *(3.04)*	12.41**	<.001
PTGI – Spiritual Change	0.22 *(0.54)*	0.31 *(0.85)*	0.67*(1.11)*	0.92 *(1.24)*	1.63	.19
PTGI – Appreciation of Life	3.44 *(3.49)*	7.85 *(3.26)*	3.53 *(3.09)*	6.92 *(2.84)*	7.23**	<.001
PTGI – Total Score	13.44 *(13.44)*	38.76 *(17.67)*	10.73 *(2.77)*	34.50 *(12.75)*	12.83**	<.001
n	18	13	15	12		

N= 58
Note. ** $p<.01$

Follow up REGWQ post hoc tests were conducted on the PTGI facets which showed significant differences. For the Relating to Others subscale, there were no differences between the NE and FU trauma groups ($p>.05$) or between the BL and TE groups ($p>.05$). However, the BL and TE groups showed significantly higher scores on this domain than the NE and FU groups ($p<.05$). On the New Possibilities subscale there were no significant differences between the NE, FU and TE group ($p>.05$) or between the TE and BL groups ($p>.05$). However, the BL groups scored significantly higher than the NE and FU groups ($p<.05$).

On the Personal Strength subscale there were no significant differences between the FU and NE groups ($p>.05$) and no differences between the TE and BL groups ($p>.05$). Again, the TE and BL groups scored significantly higher than the FU and NE groups ($p<.05$). The same pattern of results was evident on the Appreciation of Life subscale, no significant difference was found between the NE and FU groups ($p>.05$) or between the TE and BL groups ($p>.05$), with the TE and BL groups scoring significantly higher than the NE and FU groups ($p<.05$). Accordingly, this pattern of results was maintained for the overall PTGI score – no differences between the NE and FU groups ($p>.05$) or the TE and BL groups ($p>.05$) with the latter groups scoring significantly higher than the former ($p<..05$).

Given these relationships, the frequencies of lifetime and personal traumas experienced were examined for each group so as to control for any personal trauma experienced in the ensuing 20 months. It was found that only 2 of the 27 officers who made up the trauma group at the follow-up point had reported a personal event. The remainder had experienced the event on the job.

As personal traumas were discounted as an explanation for the results, the other constructs examined during the follow-up phase were examined for differences between these four groups. The only significant difference between the trauma groups was found on the Vision subscale for Organisational Climate $F(3,54)= 3.73, p= .02$. The results of the non-significant analyses can be found in Appendix P. Subsequent REGWQ post-hocs were conducted for the Vision subscale, and found that there were no significant difference between the NE and TE groups scores ($p>.05$), and no differences between scores for the TE, FU and BL groups ($p>.05$). However, scores for the BL and FU groups were significantly higher than for the NE group ($p<.05$).

Differences in reported use coping strategies were also examined for the four trauma groups. One way between groups ANOVAs found significant differences between groups for Suppression of Competing Activities $F(3, 54)= 4.03, p=.01$, Behavioural Disengagement $F(3, 54)= 2.89, p=.04$, Mental Disengagement $F(3, 54)= 5.07, p=.004$ and Alcohol/Drug Disengagement $F(3, 54)= 3.80, p=.02$. These results should be interpreted with caution as a bonferroni correction would set alpha at .004 indicating only the differences on Mental Disengagement would meet the probability criteria. REGWQ post-hocs ($\alpha= .05$) were conducted for the four coping strategies. For Suppression of Competing Activities no differences were found between TE and BL groups and there were no differences between the BL, FU and NE groups. The FU and NE groups reported higher usage of this strategy than the TE group. For Behavioural Disengagement the TE group scored significantly higher than the BL group, but there were no differences between these groups and the remaining two. For the Mental Disengagement subscale, the TE group scored significantly higher than the other three groups, and there were no differences between these groups. This was the same pattern observed for the Alcohol/Drug

Disengagement strategy, with the TE scoring higher than the other three which showed no differences between them.

Given these differences in propensity for coping, the personality traits measured in the BL phase were also examined for differences and none were found. The one way between groups ANOVAs for each trait can be found in Appendix P. In order to ascertain whether there were any pervasive effects of characteristics brought into the job, baseline measures of stress and coping were also examined for differences. One way between groups ANOVAs indicated there were no differences (these analyses can be found in Appendix Q).

The PTG scores of officers experiencing a trauma on the job and those experiencing a lifetime trauma were compared to scores that currently exist for other trauma survivors in an Australian population. This data is shown in Table 46 and indicates that individuals who experience trauma vicariously show lower PTG scores than those who have experienced a personal traumatic event. Unfortunately, the same data is not available for scores on the IES-R.

Table 46.

Means and Standard Deviations for Vicarious and Personal PTGI scores in Australian Samples. (Adapted from Shakespeare-Finch & Morris, accepted).

	Personal Trauma	Vicarious Trauma
Experienced Police Officers (Current Study)		36.72 *(15.34)*
Police Officers – New recruits[a] (Burke et al. 2006)	57.02 *(19.33)*	
Experienced Paramedics (Shakespeare-Finch et al. 2003)	51.58 *(21.70)*[c]	46.15 *(21.70)*
Paramedics – New recruits[b] (Shakespeare-Finch et al. 2003)		42.45 *(26.45)*
University Students (Morris et al. 2005)	51.97 *(21.40)*	
Cancer Survivors (Carboon et al. 2006)	55.10 *(24.7)*	
Cancer Survivors (Morris et al. 2006)	59.29 *(19.33)*	
Community Sample (Shakespeare-Finch & Callinan, 2008)	53.50 *(23.10)*	

Note. [a] The new police recruits had experienced a traumatic event prior to joining the profession
[b] The new paramedic recruits had been in the role for 18 months and had experienced a trauma inducing event
[c] These paramedics has experienced a work trauma and personal trauma

8.4 Discussion

The results indicated that hypothesis 14 was supported as officers reported a significantly higher frequency of exposure to potentially traumatising events in the course of their work than in their personal lives. In contrast, there was no support for hypothesis 15. Despite the higher levels of exposure predicted for officers who worked at smaller

stations, their exposure to potentially traumatising events was no different to those officers based in larger stations with higher staff numbers.

Partial support was obtained for hypothesis 16, as there was no significant change in scores on the IES-R from the baseline to follow-up phase. However, there was a significant decrease in scores on the PTGI, and this decrease was apparent for all the subscales of the PTGI. In addition, the results provided partial support for hypothesis 17 with the data showing, as predicted, no differences in scores on the IES-R between those officers who had experienced a traumatic operational event and those who had not. However, there were significant differences between these groups and their respective PTG scores,. In each case, the trauma group scored significantly higher than the no trauma group.

Hypothesis 18 was partially supported. Females showed trends towards higher scores on the IES-R, and a trend towards higher trait neuroticism than males. As in the baseline phase, this pattern if results was maintained regardless of traumatic experience. However, due to the need to statistically control for type 1 error, these results were not conclusive.

The frequency of traumatic exposure in the officers' personal lives was examined in order to control for the potential effect on the results of these events. Given that only 2 of the officers making up the trauma group reported personal experiences outside of the policing context, attests to the salience of examining the impact of operational exposure for police officers. It also provides a measure of certainty that what is being measured and influenced, at least at this phase of the study, is likely to be a result of on the job experiences and is not confounded by events in the officers' personal lives.

In a similar vein, the fact that there were no differences in exposure found between each of the training regions, or indeed in any of the variables being examined at this phase,

indicates that officers were experiencing similar frequencies of events and indeed were responding to them in a similar way. This point is important as it suggests the widespread acculturation of these officers into the ways of policing, and to the particular culture of the profession. It was suggested in chapter 7 that the officers were beginning to exhibit signs of a collective consciousness in response to the demands of the job. The data here provides evidence that this continued to be developed in the ensuing year, resulting in a high level of homogeneity in responses.

The results for post-trauma response offers further insight into this acculturation process and its implications. The fact that there were no differences apparent on the IES-R scores between the trauma and no trauma groups (and indeed when the additional group iteration was made) suggests that while some of the events that were experienced met the DSM_IV definition of a traumatic event, ultimately, they were not perceived or responded to in this way. That is while the officers would have likely experienced a degree of distress upon their involvement in these events, this response was not prolonged, and likely appraised as challenging, and negative events reinterpreted by officers soon after the fact. This suggestion also goes some way to explaining the unexpected lack of a correlation between scores on the IES-R and the PTGI. Given that officers did not ultimately appraise these events as traumatic, and did not register heightened levels of post-trauma symptomatology, there would be no correlation between the two scales if the officers were able to reinterpret or reappraise these negative emotions to reflect a positive outcome.

This notion is further supported when considering the results from the trauma group interaction for PTG and provide some insight into the mechanisms that may be at work. The results suggest that the experience of a lifetime trauma prior to joining the police is a defining feature of the way in which officers respond to future on the job traumatic events,

and that prior exposure may actually facilitate the development of adaptive responses to future trauma. The finding that there were no differences between the BL group (where a trauma was reported prior to policing) and the TE group (where a trauma was reported at both prior to entry and at the follow-up phase) provides some tentative insights into the role of pre-employment traumatic experiences on operational posttraumatic growth. In particular it suggests that the experience of a traumatic event in a work context does not facilitate greater adaptation, at least to this point of their policing career, however, the experience of an event prior to entry does.

Further evidence of this contention can be found when considering that there were also no differences between the FU and NE (neither of which had experienced a lifetime trauma) groups, and that PTG scores for the BL and TE groups tended to be higher than scores for the former groups. These results would suggest the development of a resilience capability for those officers who have been able to successfully resolve the shattered assumptions resulting from their traumatic exposure prior to joining the police. That is, while they still experience stressful and potentially traumatising events as negative, they have developed the capacity to 'bounce back' to their prior level of equilibrium, and to look for the positives in such negative events. This contention is also supported by the data from Interview 1 (Chapter 7), and from post-training COPE data (Chapter 5) in which officers identified positive reinterpretation as a mechanism they used to cope with adverse events on the job and indeed in their personal lives.

Despite these results, it is important to acknowledge a potential methodological flaw of this investigation. The results suggest support for the notion that operational trauma's are not being conceptualised as traumatic experiences, this raises the question of what exactly was the dependent variable being measured in this phase of the study? The

findings presented to date question the validity of the TSS as a toll to define involvement in a traumatic event, and the results also suggest that the attempt to control for this through application of the DSM-IV definition of a trauma was not overly effective. Reliance on a short textual description from participants may not have reliably enables the distinction between traumatic and non-traumatic to be made. That the IES-R and PTGI were correlated in the baseline phase suggests this distinction was effectively made for lifetime traumatic exposure, however, it appears that this distinction in the follow-up phase was not made accurately. It is possible that this attempt to control for a flaw in the TSS was somewhat confounded by the conceptual changes the police officers had undergone as a result of their socialisation, as the responses coded as 'traumatic' were held to fit the DSM-IV definition of an event which was reacted to with 'helplessness, hopelessness or horror'. It appears however, that these reactions, when recalled by participants in response the questions on the IES-R did not have a pervasive effect on them in the ensuring days, weeks or months, and certainly were not having a residual effect.

Another possibility for these anomalous results is the notion of social desirability, and the masculinised macho nature of the police service. It may be that while officers were prepared to report the positive changes they had seen in themselves, they were not as prepared to report the negative. This may well have been done unconsciously and be an artefact of socialisation into the police culture (see Chan, 2002). If this is the case, it may also go some way to explaining a second methodological issue which arises from this data.

The second methodological issue regards the findings of positive changes being recorded on the PTGI without the presence of a traumatic event, raising a question concerning what the PTGI actually measures. The NE group recorded PTGI scores despite having experienced neither pre-employment nor operational traumatic events. They did,

however, undergo a major life transition by commencing police work. It may be inferred from these data that it was the life transition that represented the source of their reported growth. That is, they had been through a major event which challenged and to a certain extent changed, but didn't necessarily shatter the way they viewed the world. Evidence of this can be found in Chapter 7 where officers reported seeing the world in a different and more cynical way, which they saw as a function of the profession. Further, given that this change was perceived as almost necessary in order to function effectively as a police officer, it would likely have been seen as a positive change in an occupational context. For example, Chapter 7 reported the comment from Chad who discussed the notion of watching people who seemed to fit the profile of a criminal; the reinforcement received from being correct about such perceptions of an individual who looked like, or seemed like they may be a criminal or going to commit a crime, would make a similar judgment in the future more likely.

These results pose an important question - while the PGTI can be seen as a measure of personal growth resulting from involvement in a traumatic event, can it also, in some respects, be seen to measure positive change from events appraised as challenging, or reinterpreted as positive, in the absence of an event defined as traumatic, where a major schematic transition has occurred. Adjustment to life as a police officer, and the process of socialisation into the police culture, is one such experience that would likely meet these criteria. The results discussed above suggest that this may be a real possibility, as a result of the schematic transition that comes with major life events, and potentially as a result of the police socialisation process which aims in a number of respects to generate and set these schematic changes.

In a similar way, the data presented here raises another question regarding where growth and adaptation begin, and the relationship they have with each other. That is, what level of positive change can be considered to be a significant change from prior levels of functioning, and is involvement in a trauma a necessary, or indeed the only condition under which such a change can occur. The PTGI has 21 items with scoring ranging from 0 to 6, thus the FU and NE groups report very low levels of change (the means for both are less than 14), thus, it is necessary to ask whether this can be considered to represent significant changes in the schema of officers and is this likely to effect the way in which they perceive future exposure to traumatic, stressful and/or challenging experiences. A score of 14 on the PTGI represents 'less than a little change' and is inconsistent with the scores of any group defined as having experienced a traumatic event. However, there are no guidelines provided with the PTGI regarding a critical score which does indicate the occurrence of posttraumatic growth, or what level of change in scores is considered significant.

While additional work is required to examine these issues in more detail, this interpretation implies that, when assessing posttraumatic growth that are to be attributed to officers' traumatic or critical incident experiences, it is important to ascertain how officers perceive these events, the ways in which they impose meaning onto them and how they respond to their consequences. This will inform the question of whether in fact they are seen as trauma or crisis events, or are appraised as challenges from which the officer can learn and therefore grow as a consequence.

Despite the methodological issues identified with the study procedures, and the measurement instruments used, the findings do provide some evidence that the experience of a prior traumatic event can facilitate positive responses to adverse events in the future. Both groups who had experienced a prior trauma experience (BL and TE) showed higher

PTG scores than those groups who had not, yet there were no differences in reported levels of negative trauma reactions on the IES-R, or on reported levels of stress. This suggests that while negative experiences were similar for all officers, those who had experienced a prior lifetime trauma returned to an already higher state of positive equilibrium as a result of this prior exposure having been a 'growth' experience. This then also supports the contention that individuals can only grow once, and their positive response to adverse events then becomes characteristically resilient. Furthermore, the comparison between individuals who have experienced a workplace vicarious trauma and those who have experienced a lifetime trauma suggests the need for the context in which the trauma has been experienced to be considered.

The findings reported in this chapter represent an important first step in considering the adaptive capacity of these officers after 12 months of operational duties, and provides a degree of insight into the influence of the police organisational culture to this point. However, while this data examines officer's responses to traumatic events, their involvement in the day to day routines of policing must also be considered. Further, given the likely influence of the socialisation and acculturation process in determining officers' response to traumatic operational events, it is necessary to explore the impact of this variable in much more detail. Chapter 9 extends the findings of this chapter to consider officers perceptions of daily hassles and uplifts, stress, coping, organisational climate and job satisfaction after 8-12 months of operational exposure, representing 16-20 months of involvement in the police profession.

CHAPTER NINE

WHAT MAKES A HAPPY COP?

LONGITUDINAL INFLUENCES ON POLICE OFFICER WELL-BEING.

9.1 Determining Adjustment

Chapter 8 reported findings regarding the trauma responses of officers and suggested that officers who had experienced a lifetime trauma prior to joining the police service were showing evidence of a heightened adaptive capacity compared to those who had not had involvement in a traumatic event. This finding is consistent with the notion of trauma facilitating positive change and growth in some individuals and the ability to resolve 'shattered assumptions' in a positive and meaningful way (Tedeschi & Calhoun, 2001; Paton, 2005). There was also some evidence presented in Chapter 8 to suggest the experience of a trauma facilitated the use of more adaptive coping mechanisms in response to adverse events. One such example is the ability to reinterpret events in a positive frame, which indeed is a necessary component of the experience of posttraumatic growth. The current chapter moves away from the consideration of response to adverse events and focuses on the interaction between individual and organisational characteristics in determining the adjustment of these officers to the police role.

Entry into the police force, and the subsequent successful assumption of the roles of Recruit, Trainee, Probationer and then Constable are an indication of officers having moved through different levels of the police socialisation process. The socialisation process encompasses these phases and is the way in which trainee's, and then probationers, come to understand the cultural nuances of policing and the police environment. The police organisation provides an over-arching influence across all of these phases. The adoption of

certain values, attitudes and responses are indicative of the success of socialisation (Chan, 1999, 2003), and some researchers argue that the development of cynicism, perceptions of isolation, solidarity and machismo (stereotypical masculinity) are key indicators of the success of this process (Chan, 1999; Richardsen, R.J. Burke & Martinussen, 2006). The findings of this investigation to date suggest that the socialisation process apparent in Tasmania Police was somewhat successful in producing a group of officers who interpret, respond and act in similar ways. Furthermore, the findings of Chapter 7 tend to support Chan's notion that this acculturation is positive and functional to the survival and security of the officers through embedded notions of teamwork, mateship and camaraderie. Chapter 8 also provides some support for the notion of successful socialisation given officers' propensity to report involvement in adverse operational events as not traumatising. This chapter extends on the findings of homogeneity of perceptions and responses found in the post-training phase (see Chapters 5 and 6) of the study in particular, and examines whether these similarities were maintained to the completion of the officer's probationary period.

9.1.1 Hypotheses.

Chapter 5 reported a decrease in stress from the baseline to the post-training phase and this was supported by the findings of Chapter 7 in which officers indicated that they believed their overall levels of stress had decreased upon the completion of their training. The decrease was largely attributed to the cessation of evaluative pressure from the training environment and the movement into operational policing, which still involved a level of evaluative stress, but not to the same extent of that experienced at the police academy. Based on this finding, it is predicted that there will be a significant decrease in total stress across all three phases of the study (Hypothesis 19). However, given that officers reported a decrease in somatic and general distress after the completion of training, but did not

identify these factors as continuing to be problematic in the post-training interview, it is predicted that only performance difficulties will show a significant decrease between the post-training and follow-up phases of the study, and that effects for general distress and somatic distress will plateau, whilst continuing to be lower than stress from performance difficulties (Hypothesis 20). It is expected that stress from performance difficulties will continue to decrease due to officers' completion of probation prior to involvement in this phase of the study, thereby reflecting a reduction in their perceptions of evaluative pressure.

Gender comparisons of stress at baseline and post-training showed that females were experiencing higher levels of general distress than males. This is consistent with the notion that females exhibit higher trait levels of neuroticism generally (e.g., Costa et al. 2001, Feingold, 1994, Lynn & Martin, 1997, Rantanen, et al. 2007), and therefore have a greater propensity for stress, and with the findings of higher scores on the IES-R as reported in Chapters 5 and 8. Given that Chapter 8 reported that female officer's in this phase of the study showed a trend toward higher levels of neuroticism, it is expected that findings in this phase will be consistent with the baseline and post-training phases and that females will report higher levels of general distress than males (Hypothesis 21).

Chapter 5 indicated that officers reported a high use of adaptive coping during the baseline phase, which was maintained to the post-training phase. Given this result, it is expected that this pattern will also be evident at the follow-up phase. Thus, it is predicted that officers will report higher use of contextually adaptive strategies (e.g., active coping, planning, positive reinterpretation) and lower levels of contextually maladaptive strategies such as denial and disengagement (Hypothesis 22).

As discussed previously, socialisation was implicated as being the reason for homogenous gender profiles on many of the constructs that were examined at the post-

training phase, and indeed in the shift from gender differences being apparent in coping preferences at baseline to an homogenous gender profile at the post-training phase. Given that the officers at this phase of the investigation have arguably been through a further refinement of their socialisation into policing by virtue of being operational for 12 months and having completed their probation, it is expected that this gender homogeneity will be maintained. On this basis, Hypothesis 23 predicts that there will be no significant differences in coping by gender at the follow-up phase, and therefore no significant interaction is expected between study phases (i.e. Baseline, Post-training and Follow-up) and gender. Similarly, Hypothesis 24 predicts no significant differences between gender on the constructs of Organisational Climate, Perceptions of hassles and uplifts, and reported level of Job Satisfaction.

While there is not expected to be a gender difference in job satisfaction, research suggests that there should be some negative change in levels of job satisfaction the longer an individual has been in the job. Therefore, it is expected that a significant decrease in officers' reported level of job satisfaction will be apparent between the post-training and follow-up phases (Hypothesis 25).

9.2 Method

This chapter extends the findings of the follow-up phase, some of which were presented in Chapter 8. Accordingly, the demographic details of the sample, details of materials used and the procedure fort his phase of the investigation can be found in Chapter 8 (pp. 261-263). An in depth overview of the measures used can be found in Chapter 4 (pp. 80-96).

9.3 Results

While Chapter 8 reported data regarding officer's responses to potentially traumatising events, Chapter 9 examines the changes in the remaining constructs across the quantitative phases of the study. Stress and coping were examined for changes across the three quantitative phases of the study (i.e. Baseline, Post-train and Follow-up). The organisational level variables were examined for change between the post-training and follow-up phases of the study. The results section is presented in the above order, with individual changes in stress and coping examined first, followed by changes in organisational level constructs of occupational experiences (hassles and uplifts), organisational climate and job satisfaction. Information regarding assumption testing for this phase of the study can be found in Appendix R.

9.3.1 Stress.

The mean total stress levels for each phase by gender are shown in Figure 16 and indicate an overall decrease in stress across time which is mirrored by both genders. Similarly, when the means for each facet of stress measured by the HSCL-21 are examined (Figure 17), a similar pattern is apparent, with decreases across the study phases for both genders for all dimensions of stress, with the exception of some changes between the post-train and follow up phases. For example, there appears to be a plateau effect in total stress for females between the post-training and follow-up phases for somatic and possibly general distress, which is also apparent in the plateau in total stress.

A series of independent samples t-tests were conducted to examine gender differences in stress at the follow-up time point. These showed a significant difference in overall stress between males and females, with females reporting significantly higher levels $t(56)= -2.84, p= .005$. However, when the subscale scores were examined, the only significant difference was on general distress, with females scoring higher than males

$t(36.94) = -2.95$, $p = .009$. There were no gender differences for scores on performance difficulties $t(56) = -1.36$, $p = .18$ or somatic distress $t(56) = -1.58$, $p = .12$.

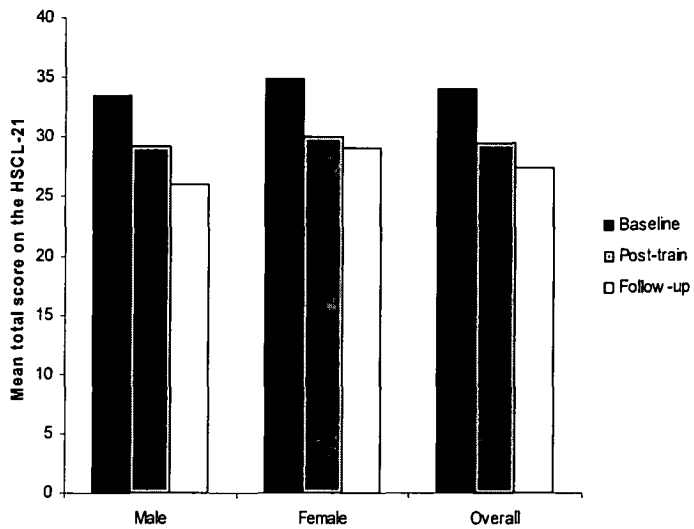

Figure 16. The changes in reported levels of overall stress for each gender across the quantitative phases of the study.

The changes in reported levels of stress were examined across the three time points using a profile analysis (i.e., a repeated measures ANOVA with gender as a between groups variable). The results indicated that there was a significant effect for flatness, $F(7, 50) = 7.73$, $p<.001$, indicating significant changes in reported levels of stress across the study phases. There was no significant effect for levels $F(4, 53) = 1.44$, $p = .23$ or for parallelism $F(7, 50) = 1.32$, $p = .26$. This indicates that there was not a significant effect of gender (levels) and that there was no interaction between gender and study phase (parallelism). Given these results, tests of within subjects effects (univariate repeated measures ANOVAs) were performed for each subscale of the HSCL-21 and participant's overall stress scores, irrespective of gender. These were then followed up with post-hoc repeated measures contrasts.

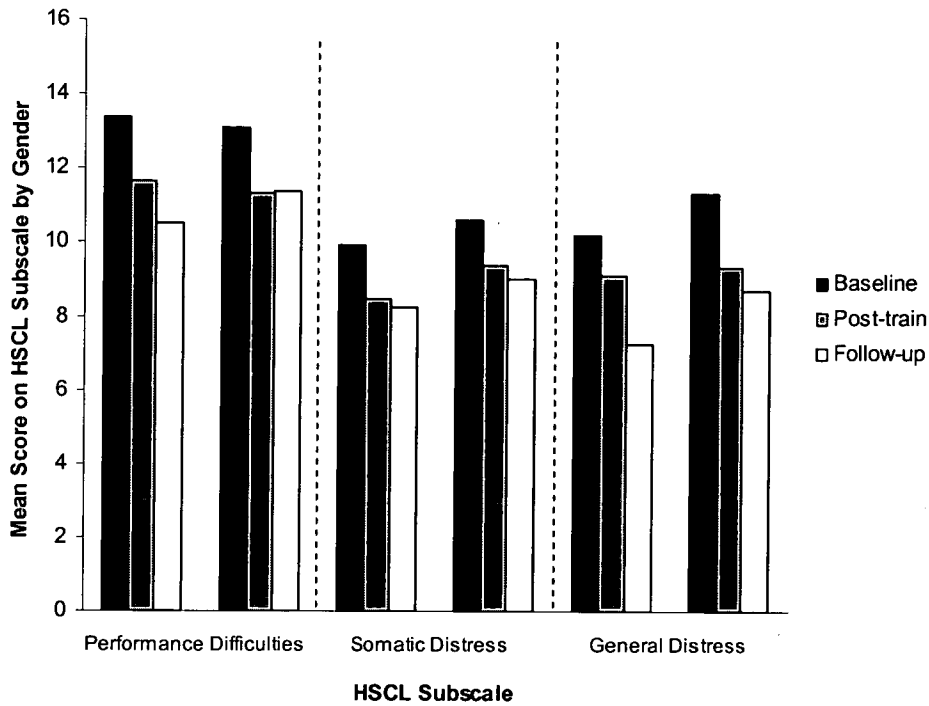

Figure 17. Gender comparisons of the changes in each subscale of stress across each of the quantitative study phases.

The change in reported levels of stress across the three subscales of the HSCL-21, regardless of gender are shown in Figure 18. Tests of within subjects effects indicated that the assumption of sphericity was violated for general distress ($\acute{\omega}$= .83, p= .006) and somatic distress ($\acute{\omega}$= .88, p= .03), accordingly Greenhouse Geisser corrections were applied to these two constructs. The results showed a significant effect of study phase for total stress $F(2,112)= 28.84$, $p<.001$. This effect was apparent for performance difficulties $F(2,112)= 18.41$, $p<.001$, for somatic distress $F(1.79, 100.12)= 9.67$, $p<.001$ and for general distress $F(1.71, 95.63)= 23.99$, $p<.001$.

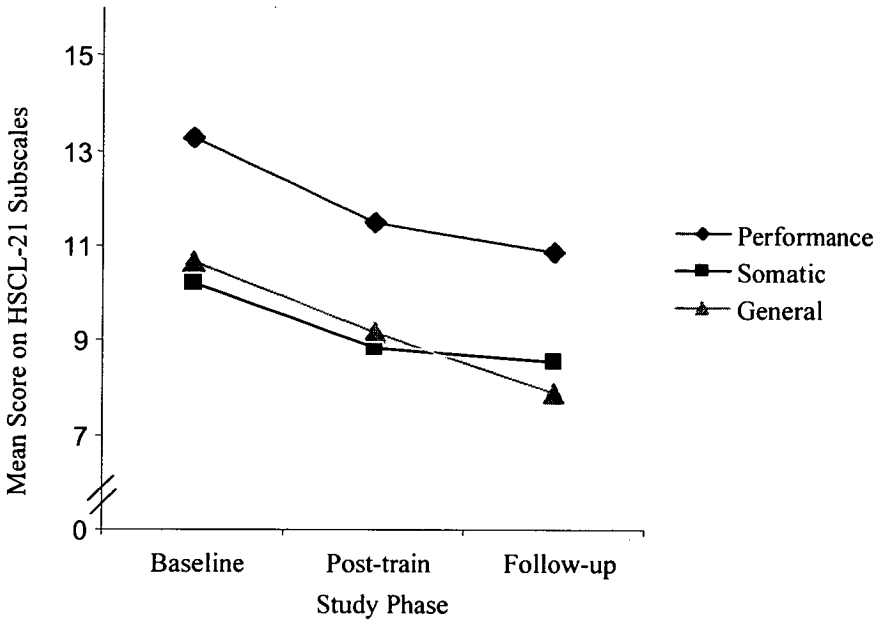

Figure 18. Changes in reported levels of stress across the three quantitative phases of the study.

Given these results, repeated measures contrasts were performed to ascertain where these differences were occurring (i.e., were there significant changes in stress at all phases of the study, or only between 2 of the phases). The results of the repeated measures contrast indicated significant differences across the three study phases for all facets of stress. However, a bonferroni adjustment was applied to preserve the family wise error rate and $\alpha = .004$, this resulted in the difference in somatic distress between the post-training and follow-up phases being regarded as non-significant. There were significant decreases in stress from performance difficulties and general distress, across all three of the study phases. A significant decrease in somatic distress was reported between the baseline and post-training phases of the study, but did not decrease further after this time point.

9.3.2 Coping.

In the follow-up phase, mean reported coping usage was highest for Acceptance, Positive Reinterpretation, Planning, Active coping and Instrumental Social Support (SSI). Both genders showed similar patterns to the overall means (Figure 19). Changes in coping were examined across the three quantitative time points using profile analysis. The results indicated that there was a significant effect for flatness (study phase), $\lambda = 0.26$, $F(28,198) = 6.78$, $p < .001$ indicating significant changes in coping across the three phases. The results also indicated a significant effect of levels (gender) $\lambda = .48$, $F(14, 43) = 3.13$, $p = .001$ indicating that there were differences in the gender profiles of coping usage. There was no significant effect for parallelism (interaction between gender and study phase) $\lambda = .51$, $F(28,29) = 1.0$, $p = .51$, and this is perhaps best exemplified by the similarities apparent in the patterns across the study phases for each gender which can be seen in figure 19. The non-significant interaction indicates that while there were difference in gender profiles and differences in coping across the study phases, there were not systematically affected by each other. That is differences in gender coping usage were not dependant on the study phase, and study phase differences were not influenced by the pattern of gender differences. The results section presents the findings regarding gender differences first, then examines change across the study phases for overall coping usage.

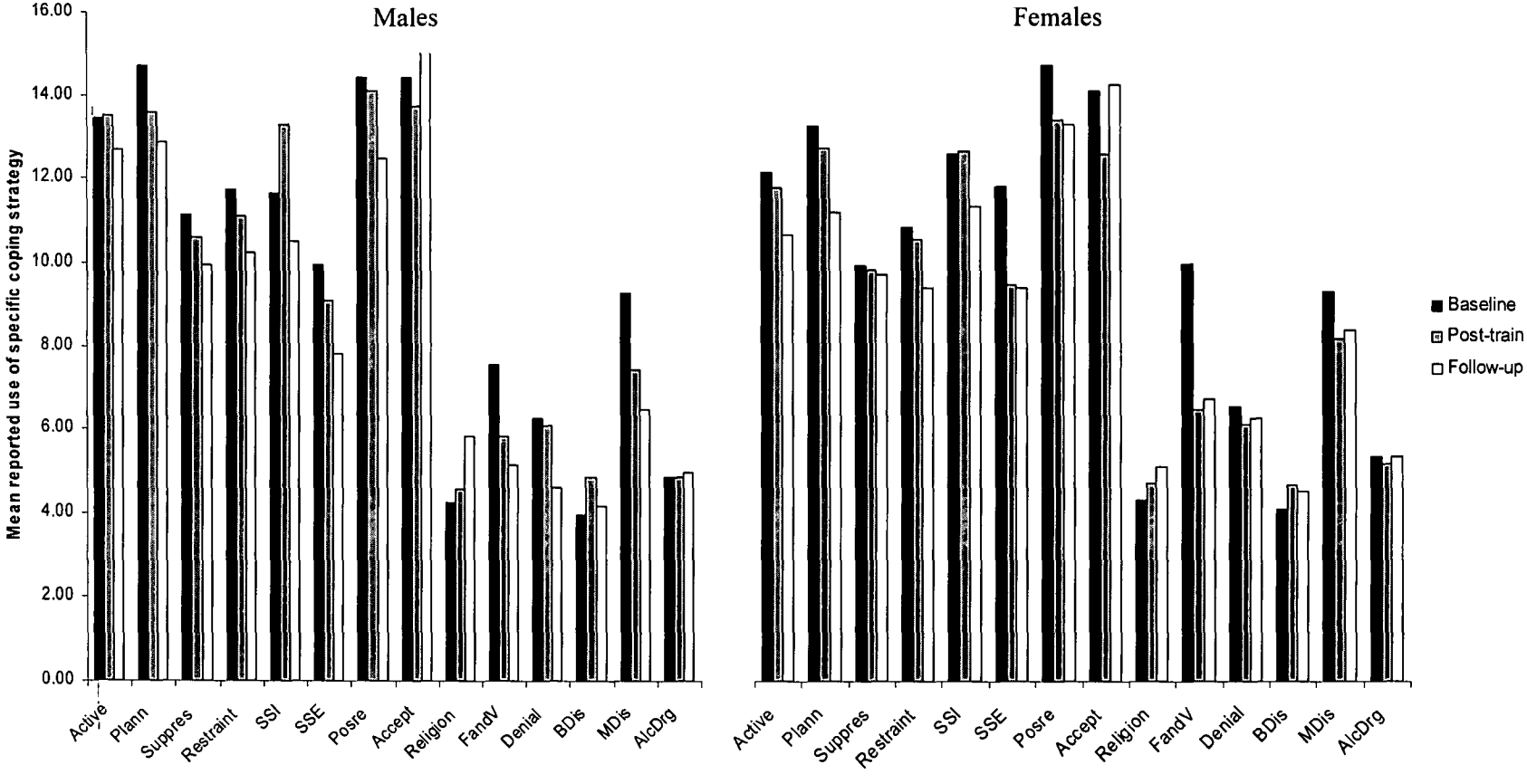

Figure 19. Comparison of reported usage of specific coping strategies across the quantitative phases of the study, separated by gender.
Note. Active= Active Coping, Plann= Planning, Suppress = Suppression of competing activities, Restraint = Restraint Coping, SSI= Instrumental Social Support, SSE= Emotional Social Support, Posre= Positive reinterpretation, Accept = Acceptance, Religion= Religious Coping, FandV= Focus on and venting of emotions, BDis= Behavioural Disengagement, MDis=Mental Disengagement, AlcDrg= Alcohol/Drug Disengagement.

9.3.2.1 Gender differences in coping profiles. Gender differences in coping profiles, regardless of study phase are shown in Figure 20. This figure also plots the overall mean score for each coping strategy irrespective of gender. The figure indicates similar coping profiles for the genders, with males having higher scores on active coping and planning then females; and females seemingly scoring higher on focus and venting of emotions, emotional social support and possibly mental disengagement.

Given the significant effect of levels, a series of univariate independent groups ANOVAs were performed to examine the differences between each. A bonferroni adjustment was applied and accordingly, $\alpha = .004$. The results indicated males reported significantly higher use of Active Coping $F(1,56) = 12.11$, $p = .001$, while females reported higher use of Focus and Venting of emotions $F(1,56) = 11.62$, $p = .001$. There were trends towards males reporting significantly higher use of Planning $F(1,56) = 5.68$, $p = .02$ and Suppression of Competing Activities $F(1,56) = 5.09$, $p = .03$ and lower use of Emotional Social Support $F(1,56) = 4.48$, $p = .05$. Significant differences are shown in blue in Figure 20, and significant trends in yellow, and indicate males using more active and problem focussed coping strategies than females regardless of study phase, while females were more likely to use emotionally based mechanisms and social support than males. The results also indicate that the mechanisms used most, regardless of gender, were Acceptance and Positive Reinterpretation, and that while there were some differences, the coping profile for each gender were quite similar.

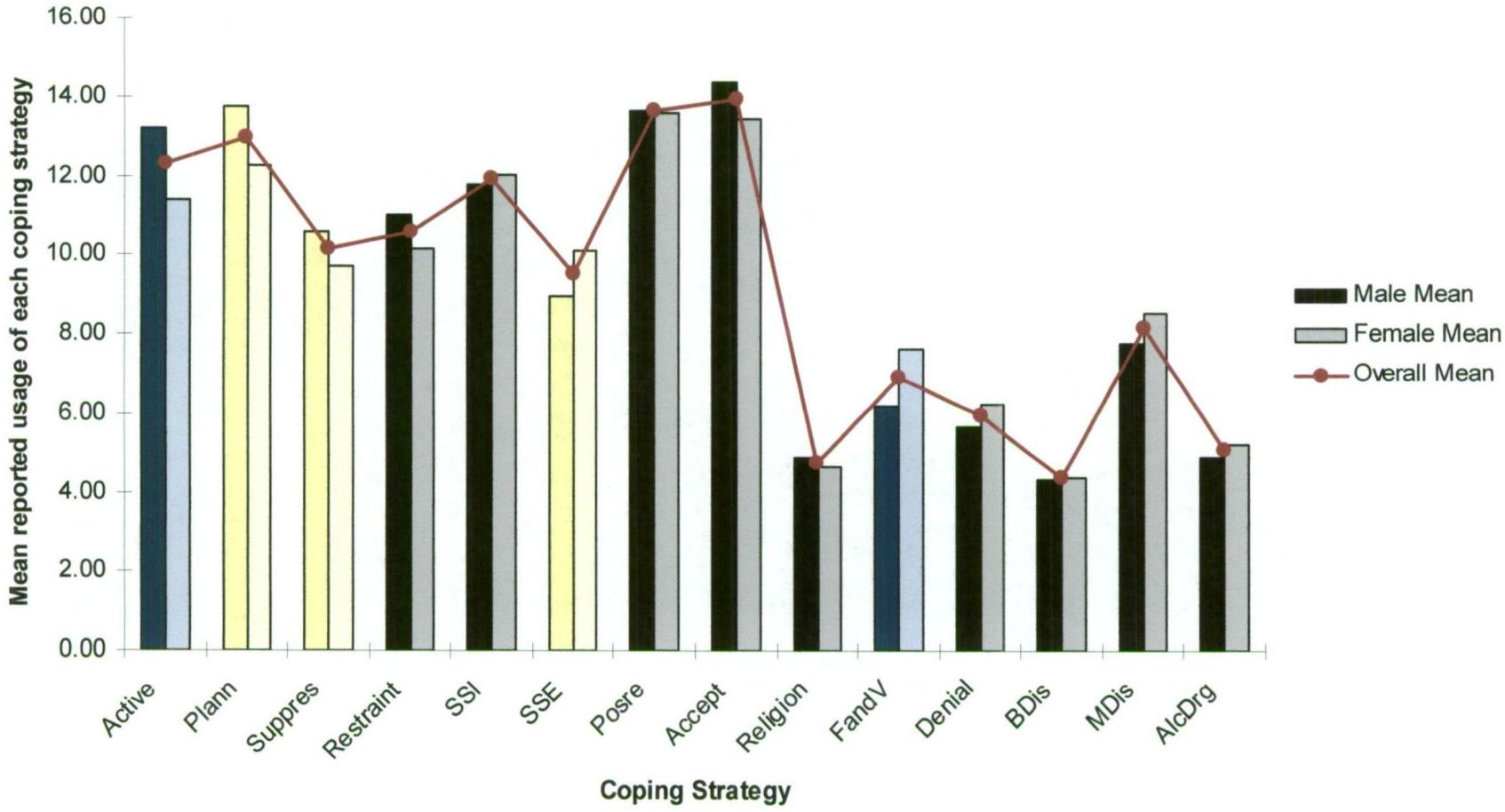

Figure 20. Mean reported use of each coping strategy for males and females in the period encompassing academy training to the end of probation.
Note. Active= Active Coping, Plann= Planning, Supp= Suppression of competing activities, Restr= Restraint Coping, SSI= Instrumental Social Support, SSE= Emotional Social Support, Posre= Positive reinterpretation, Accep= Acceptance, Relig= Religious Coping, F&V= Focus on and venting of emotions, Denia= Denial, BDis= Behavioural Disengagement, MDis=Mental Disengagement, AlDrg= Alcohol/Drug Disengagement.

9.3.2.2 Differences in Coping by Study Phase. Figure 21 shows the changes in reported coping usage across each phase of the study. The significant flatness effect was followed up with tests of within subjects effects and post-hoc repeated measures contrasts, to determine where significant changes in coping usage were occurring. Greenhouse Geisser corrections were applied to religious coping ($\acute{\omega}$ = 19.19, p<.001) and Focus and venting of emotions ($\acute{\omega}$ = 17.51, p<.001) as the assumption of sphericity was breached for these variables. A bonferroni adjustment set α= .004, and tests of within subjects effects (Table 47) indicated that there was no significant change across the three study phases for Suppression of Competing Activities and Alcohol/drug Disengagement. There were significant trends for Positive Reinterpretation, Acceptance, Religious Coping and Denial, and significant change across the study phases for the remaining variables.

Post-hoc repeated measures contrasts were conducted for all coping strategies, with the exception of Suppression of Competing Activities and Alcohol/drug Disengagement due to both showing non-significant effects or trends. A Bonferroni adjustment set α=.004. The results indicated that Active Coping showed a trend towards a decrease in use between the post-train and follow-up phase after remaining stable between the baseline and post-train period. Planning showed a trend towards a decrease between the baseline and post-training phase and a significant decrease between the post-train and follow-up phases. Use of Restraint as a coping mechanism showed no change between the baseline and post-train phases but exhibited a significant decline between the post-train and follow-up phases. Instrumental social support showed a similar pattern with no change in reported usage from baseline to post-training, but a significant decrease between the post-train and follow-up phases. Emotional Social Support showed a significant decline across all three phases of the study.

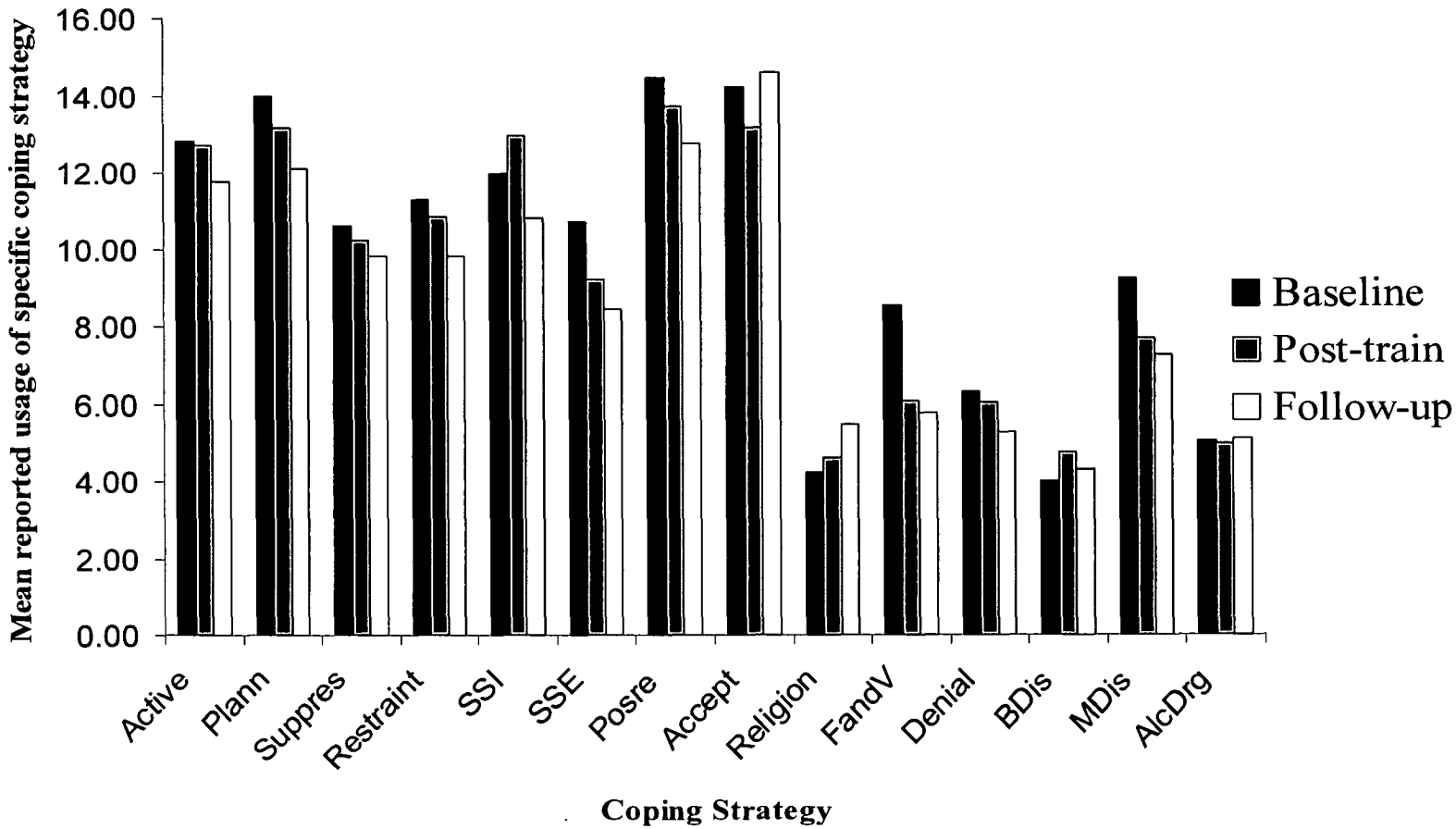

Figure 21. Reported usage of each coping strategy across each phase of the study.
Note. Active= Active Coping, Plann= Planning, Suppres = Suppression of competing activities, Restraint = Restraint Coping, SSI= Instrumental Social Support, SSE= Emotional Social Support, Posre= Positive reinterpretation, Accept = Acceptance, Religion = Religious Coping, F&V= Focus on and venting of emotions, BDis= Behavioural Disengagement, MDis=Mental Disengagement, AlcDrg= Alcohol/Drug Disengagement.

The use of Positive Reinterpretation did not change between the baseline and post-train phases and then showed a trend towards declined use to the follow-up time point. The reported usage of Acceptance as a coping strategy declined significantly between the baseline and post-train phases and then increased significantly in use from the post-train to follow-up phase. Religious coping showed no change between the baseline and post-train phases and a trend towards a decrease between the next two phases. The reported use of Focussing on and venting of emotions showed significant decrease across the three study phases. The use of Denial as a coping mechanism did not change between the baseline and post-train phases, and then exhibited a trend towards decline between the post-train and follow-up phase. Behavioural Disengagement increased significantly between baseline and post-training then remained stable for the remainder of the study. The use of Mental Disengagement decreased significantly across all three phases.

Table 47.

Tests of Within Subjects Effects and Repeated Measures Contrasts for Use of Each Specific Coping Strategy across the Quantitative Phases of the Study.

	Within Subjects Effects		BL-PT Change		PT-FU Change	
	F	*p*	*F*	*p*	*F*	*p*
Active	4.21	.02	0.14	.71	7.52*	.008
Planning	11.91**	<.001	5.13*	.03	16.62**	<.001
Suppression	1.65	.20	--	--	--	--
Restraint	5.84**	.004	1.04	.31	10.49**	.002
SSI	8.56**	<.001	2.93	.09	14.82**	<.001
SSE	10.16**	<.001	9.51**	.003	10.81**	.002
PosRe	5.15*	.007	2.65	.11	7.22*	.009
Acceptance	3.87*	.03	5.87*	.02	2.82	.10
Religious	6.54*	.005	2.53	.12	7.77*	.007
Focus&Vent	29.12**	<.001	39.36**	<.001	18.47**	<.001
Denial	3.90*	.03	0.91	.35	5.70*	.02
Behav Diseng	6.03**	<.001	11.48**	.001	0.06	.81
Mental Diseng	13.20**	<.001	18.01**	<.001	9.70**	.003
Alc/Drg Diseng	0.08	.91	--	--	--	--

N= 58

Note. *$p<.05$, **$p<.004$

BL= Baseline Phase, PT= Post-training Phase, FU= Follow-up Phase

Active= Active Coping, Suppression= Suppression of competing activities, SSI= Instrumental Social Support, SSE= Emotional Social Support, Posre= Positive reinterpretation, Focus&Vent= Focus on and venting of emotions, Behav Dis= Behavioural Disengagement, Mental Diseng =Mental Disengagement, Alc/Drg Diseng= Alcohol/Drug Disengagement.

9.3.3 Relationships between Stress and Coping

A number of significant correlations were found between the constructs of stress and coping as measured at the follow-up phase (Table 48). The table also shows the significant inter-correlations between the subscales on each instrument. When the relationships between Coping and Stress were examined, only Focus and venting, Mental Disengagement and Alcohol/drug Disengagement had significant relationships with Performance difficulties, all of which were positive. General distress had significant positive correlations with SSE, Focus and venting, Denial and all 3 Disengagement strategies. There was also a negative relationship between General distress and Active coping. Denial was the only coping strategy to have a significant relationship with Somatic distress, which was positive. Active coping was significantly negatively associated with Overall stress, while the remaining relationships between Overall stress and coping were positive – those variables being Focus and venting, Denial and the 3 Disengagement strategies.

Table 48.

The Inter-correlations between each facet of Stress and Coping for Constables at the Follow-up phase.

	Active	Plann	Suppres	Restr	SSI	SSE	PosRe	Accept	Relig	F&V	Denial	BDis	MDis	ADis	PD	GD	SD	HTot
Active	1																	
Plann	.63**	1																
Suppress	.59**	.57**	1															
Restraint	.51**	.41**	.37**	1														
SSI	.14	.33*	.31*	.11	1													
SSE	-.02	.16	-.03	-.07	.61**	1												
PosRe	.34**	.36**	.24	.28*	.68**	.50**	1											
Accept	.63**	.48**	.32*	.55**	-.07	-.01	.31*	1										
Religion	-.29*	-.02	-.20	-.27*	-.20	-.14	-.27*	-.03	1									
FandV	-.31*	-.04	-.10	-.27*	.45**	.65**	.19	-.30*	.14	1								
Denial	-.42**	-.38**	-.22	-.14	.01	.15	.19	.02	.21	.37**	1							
BDis	-.39**	-.18	-.30*	-.24	.09	.29*	.02	-.32*	.11	.62**	.50**	1						
MDis	-.41**	-.21	-.30*	-.18	.24	.57**	.16	-.15	-.10	.62**	.56**	.53**	1					
ADis	-.49**	-.18	-.49**	-.26	-.03	.36**	-.12	-.06	.24	.27*	.40**	.40**	.63**	1				
PerfDiff	-.16	.07	.03	-.14	.14	.13	-.13	-.05	.06	.30*	.21	.17	.45**	.37**	1			
GenDist	-.38**	-.14	.00	-.24	.22	.38**	.09	-.15	.04	.64**	.59**	.61**	.55**	.28*	.42**	1		
SomDist	-.11	-.43	-.04	-.12	-.18	-.07	-.06	-.07	-.08	.08	.38**	-.12	.18	-.02	.14	.04	1	
HSCLTot	-.31**	-.21	.00	-.24	.10	.22	-.06	-.13	.02	.50**	.55**	.32*	.58**	.33*	.81**	.71**	.53**	1

N= 58

*$p<.05$, **$p<.01$

Note. Active= Active Coping, Plann= Planning, Supp= Suppression of competing activities, Restr= Restraint Coping, SSI= Instrumental Social Support, SSE= Emotional Social Support, Posre= Positive reinterpretation, Accep= Acceptance, Relig= Religious Coping, F&V= Focus on and venting of emotions, Denia= Denial, BDis= Behavioural Disengagement, MDis=Mental Disengagement, AlDrg= Alcohol/Drug Disengagement. PerfDiff= Performance Difficulties, GenDist= General Distress, SomDist= Somatic Distress, HSCL Total= Overall Stress

9.3.4 Organisational Experiences.

9.3.4.1 Hassles. Figures 22 and 23 show the mean scores for Constables on each of the domains of Organisational and Operational Hassles at the post-training and follow-up phases of the study. Within the domain of Organisational Hassles, Administration received the highest mean score, followed by Co-workers. The lowest scores were for Promotions and Supervision. For Operational Hassles, the highest mean scores were for Victims and Activity, and the lowest for Complaints and Driving. There also appears to be a marked difference in reports of hassles at the follow-up stage between the genders, with females consistently reporting higher hassles than males, with the exception of scores on Promotions, and possibly on Supervision. Both figures indicate that there appears to be little change overall for males.

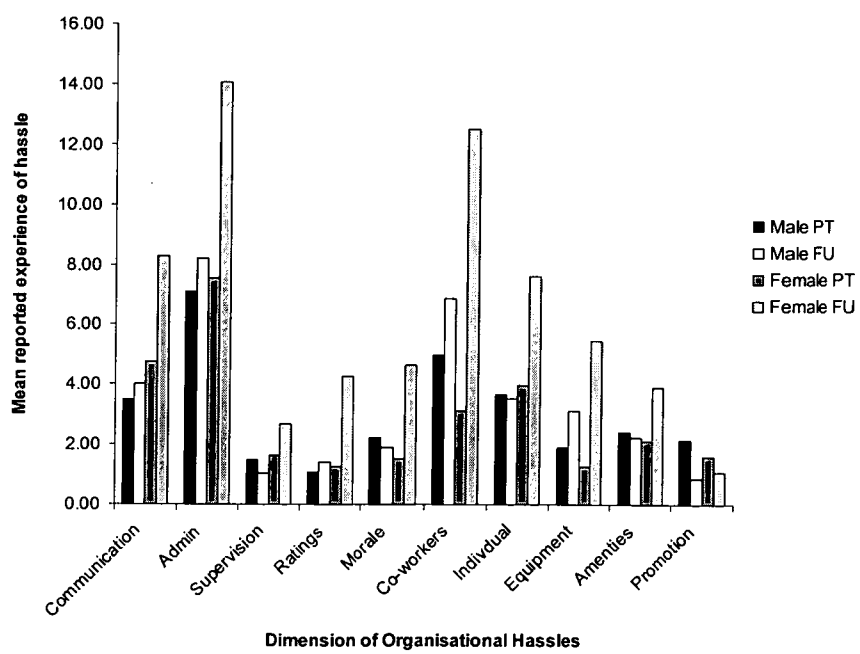

Figure 22. Gender comparison of the changes in reported level of experience of organisational hassles from the post-training to follow-up study phase.
Note. PT= Post-training Phase, FU= Follow-up Phase.

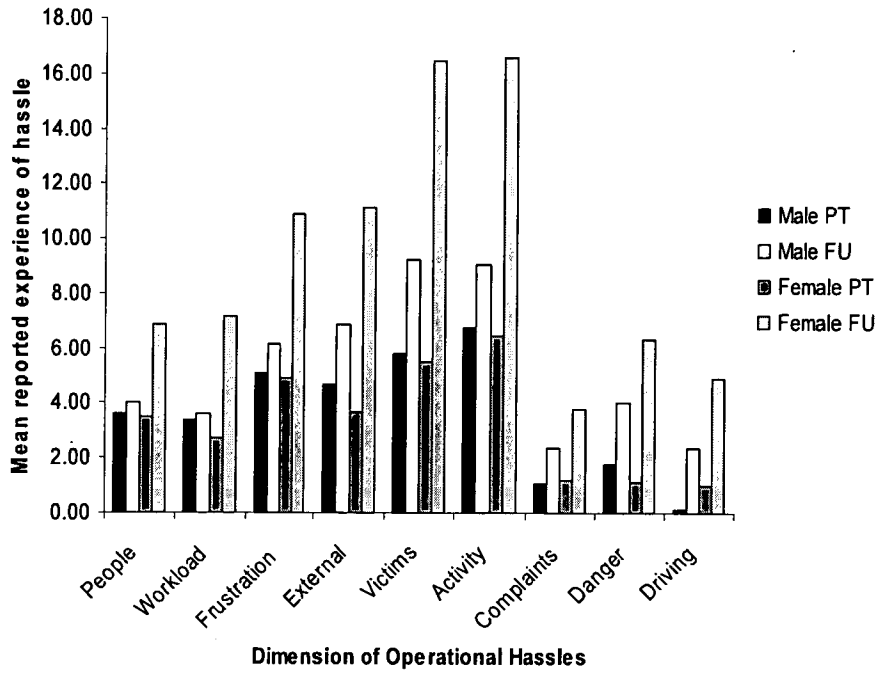

Figure 23. Gender comparison of reported changes in the experience of operational hassles from the post-training to follow-up phase.
Note. PT= Post-training Phase, FU= Follow-up Phase.

A profile analysis on the change in the experience of hassles indicated a significant effect for flatness (study phase) $\lambda = .10$, $F(19,38) = 17.18$, $p < .001$, indicating significant changes in reports of hassles between the post-train and follow-up phases. There was no significant effect of levels (Gender) $\lambda = .61$, $F(19,38) = 1.30$, $p = .24$. This result indicates that there were no significant differences in the overall mean scores for each gender. However, there was a significant effect for parallelism (interaction between study phase and gender) $\lambda = .43$, $F(19,38) = 2.66$, $p = .005$ indicating that there were systematic differences in the reports of hassles at each study phase for each gender.

As the effect for parallelism was significant, a test of simple effects was conducted to ascertain the differences between the gender's at each time point. Tests of simple effects showed a significant interaction between gender and study phase for organisational hassles $F(1,56)= 26.81$, $p<.001$, and for operational hassles $F(1,56)= 33.92$, $p<.001$. The dimensions of organisational hassles were then examined for significant interactions, and a bonferroni adjustment set $\alpha= .005$. There were significant interactions for all dimensions of organisational hassles with the exception of promotions ($p= .14$). In addition, Communication showed a trend towards significance ($p= .02$) but did not meet the more stringent adjusted alpha criteria.

Within operational hassles, a bonferroni adjustment of $\alpha= .006$ was applied and significant interactive effects were found for all domains of operational hassles with the exception of complaints ($p= .03$) which showed a trend, but did not reach the more stringent adjusted alpha level.

The significant interactions for both dimensions of hassles can be directly attributed to the heightened scores for females at the follow-up phase. Figures 22 and 23 (above) clearly show the large change in reported levels of hassles for each significant domain for females during the follow-up phase. This indicates a pervasively different experience of hassles for female officers than for males across the study.

9.3.4.2 Uplifts. Figure 24 shows the mean scores for each gender at the post-training and follow-up phases of the study. Taken together, the data indicates that at the follow-up phase, within the domain of Organisational Uplifts, officers reported higher scores for positive experiences with co-workers, while the lowest score comes from the family domain. For Operational Uplifts, the highest mean score was on the Victims subscale, which was closely followed by the mean score on Offenders.

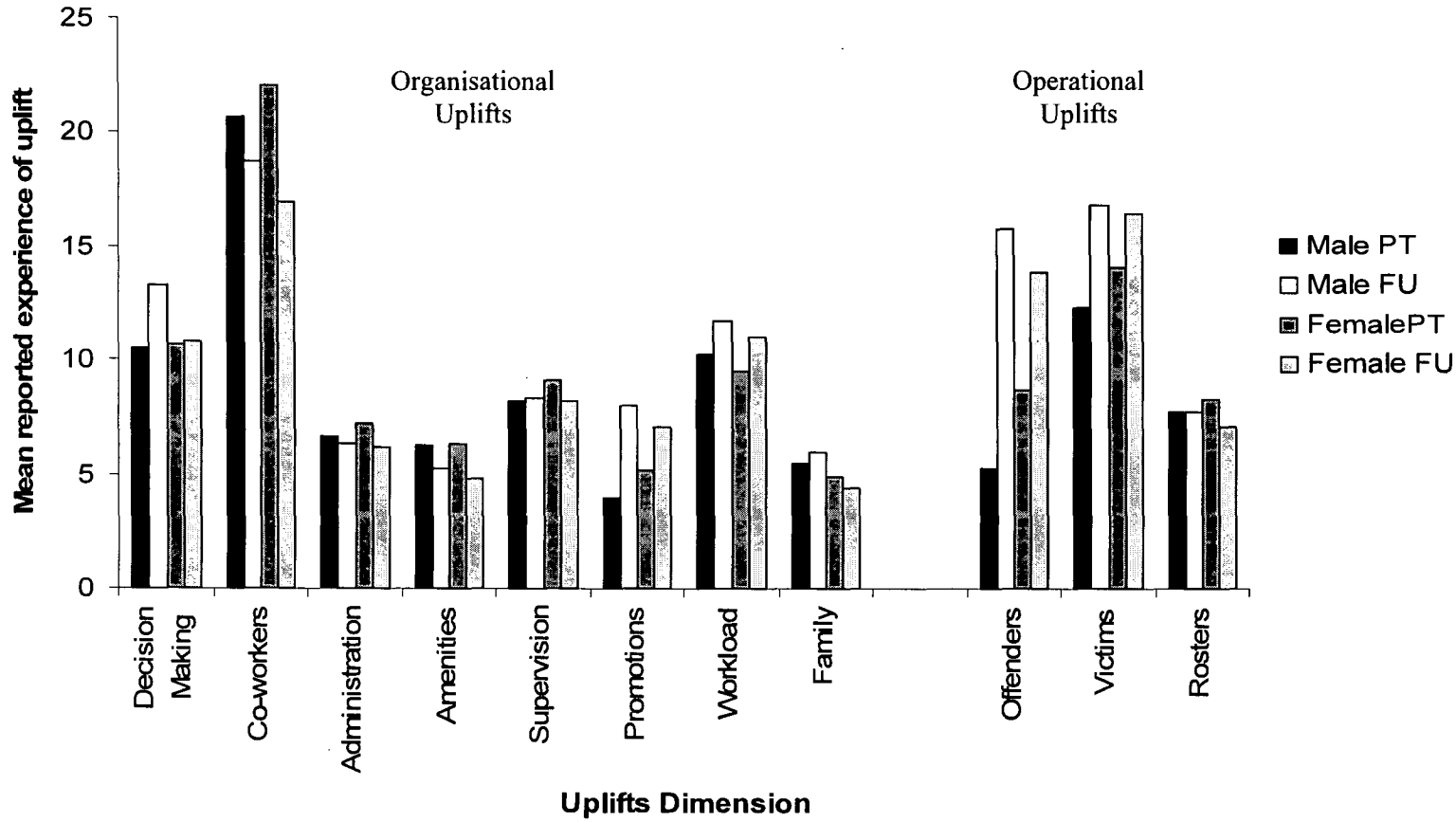

Figure 24. Comparison of gender differences on each dimension of organisational and operational uplifts at the post-training and follow-up phases of the study.

Officers reported the least positive experiences with Rosters. There appears to be few differences between males and females, with the exception of scores on the Co-workers subscale, which shows lower scores for females at the follow-up phase, but higher scores post-training. There are also noticeable differences on the Offenders subscale in the same pattern, females lower at follow-up, but higher at the post-training phase.

A profile analysis was conducted for the uplifts dimensions and showed a significant effect for flatness (study phase) $\lambda = .27$, $F(12, 45)= 9.97$, $p< .001$ and a significant effect for levels (gender) $\lambda= .62$, $F(12, 45)= 2.28$, $p= .02$. There was no significant effect for parallelism $\lambda = .71$, $F(12, 45)= 1.54$, $p= .15$. Subsequent tests of within subjects effects were conducted to examine the changes in uplifts from the post-training to follow-up time point, regardless of gender (Table 49). A bonferonni adjustment set $\alpha= .006$ for organisational uplifts and $\alpha= .02$ for operational uplifts. These tests indicated significant change for all dimensions of uplifts with the exception of Administration, Supervision, Family and Rosters. However, differences on Decision Making, Amenities and Workload can only be considered trends as they did not meet the more stringent adjusted alpha limit.

Tests of between subjects effects (Table 49) were also conducted to further investigate the significant effect of levels (gender). The results indicated that there were no differences in the mean scores for each gender on the uplifts dimensions except for the domain of Family. However, this difference can only be considered a trend as the probability value does not reach the stringent adjusted alpha threshold for significance. This finding indicates that while there were differences between each time phase, the pattern of change was the same for each gender. For example, there was a significant

change between phases of scores on Offenders, however this change was the same for males and females, and when total gender mean scores are considered for this construct, there is no apparent difference between them

Table 49.

Results of Within Subjects Comparisons for Changes in Uplifts across Study Phases, and Between Subjects Comparisons for Differences in Mean Uplifts for each Gender.

Uplift Dimension	Study Phase F	Study Phase p	Gender F	Gender p
Organisational				
α= .006				
Decision Making	4.64	.04	2.27	.14
Co-Workers	13.60	.001*	0.03	.86
Administration	2.41	.13	0.14	.71
Amenities	7.63	.008*	0.09	.76
Supervision	0.96	.33	0.54	.47
Promotions	25.94	<.001**	0.02	.88
Workload	6.96	.01*	1.38	.25
Family	0.002	.96	4.25	.04
Operational				
α= .02				
Offenders	49.30	<.001**	2.73	.10
Victims	9.48	.003*	0.42	.52
Rosters	2.17	.15	0.004	.95

*$p< \alpha$, **$p<.001$

Note. df= 1, 56 for all comparisons

9.3.5 Organisational Climate.

Figure 25 shows the differences in perceptions of organisational climate at each phase of the study. A profile analysis indicated a significant effect for flatness (study phase) $\lambda = .49$, $F(7, 50) = 7.56$, $p < .001$. There was no significant effect for levels (gender) $\lambda = .86$, $F(7, 50) = 1.12$, $p = .36$ or parallelism (interaction) $\lambda = .87$, $F(7, 50) = 1.06$, $p = .40$. As there were only two levels of the study phase IV, a series of paired samples t-tests were run to examine the changes in perceptions of organisational climate and in job satisfaction between the post-training and follow-up phases of the study. The total mean score on the climate scale decreased from 153.55 ($SD = 22.82$) at the post-training phase to 134.64 ($SD = 22.78$) at the follow-up phase, and paired samples t-tests indicated that this decrease was significant $t(56) = 5.31$, $p < .001$. Each of the subscales of organisational climate showed a significant decline [vision $t(56) = 5.22$, $p < .001$; participation $t(56) = 3.44$, $p = .001$; Innovation $t(56) = 4.19$, $p < .001$; Task Orientation $t(56) = 5.48$, $p < .001$; Interaction $t(56) = 2.81$, $p = .007$].

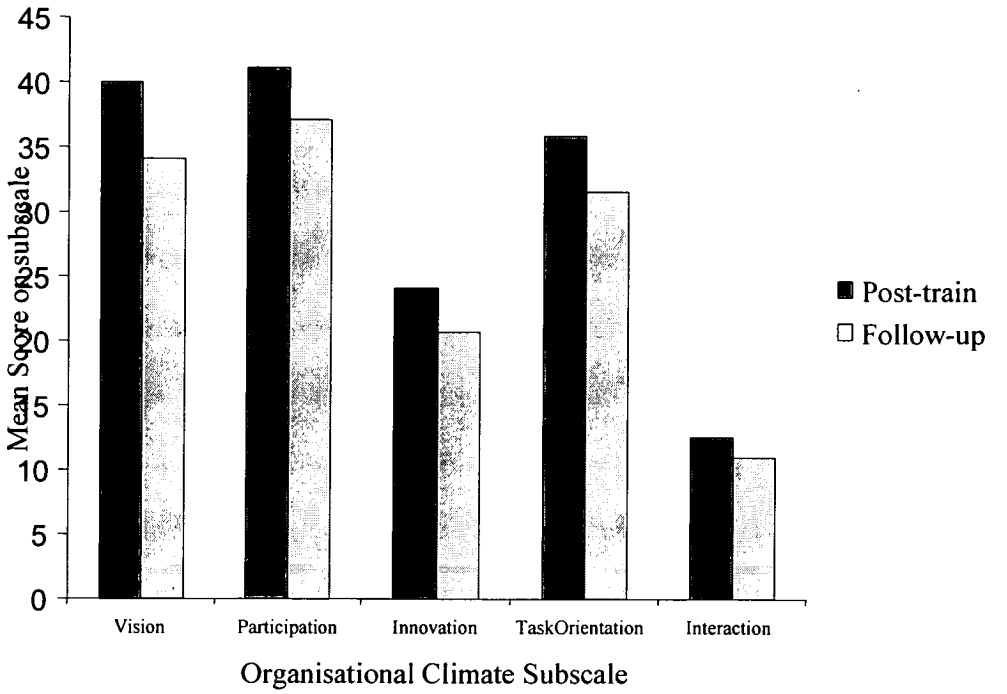

Figure 25. Changes in scores for organisational climate over time.

9.3.6 Job Satisfaction

The mean level of Job Satisfaction for constables at the follow up time point was 69.01 *(SD*= 6.96*)* which had decreased from the post-training phase (*M*= 72.62, *SD*= 10.04) for these officers. Both scores indicate a moderate-high level of job satisfaction overall during both phases. A paired samples t-test indicated that job satisfaction declined significantly over the time period $t(56)= 2.52, p=.02$. At the follow-up time point, the mean satisfaction score for males was 69.03 *(SD*= 6.85*)* and was very similar to the score for females (*M*= 69.52, *SD*= 7.11). An independent samples t-test indicated no significant difference between the genders $t(56)= -.27, p= .79$.

However, the finding of a significant difference across the study phases in this case needs to be interpreted with caution. The Job Satisfaction variable has a possible range of scores between 18 and 90, therefore in examining the descriptive statistics at both the post-train and follow-up time points, is was noted that scores on Job Satisfaction had a very restricted range, and this range was quite high. An examination of the mean scores and confidence intervals suggests a high degree of overlap between the measurement of the variable at the two time points, with a much greater degree of variability at the follow-up phase than at the post-training phase. Because of this it is possible that, despite being from the same sample of people, the significant difference being found is a result of significant differences in the variances of the measurement at the two time points, as a result of this restricted scoring range, rather than any actual difference between the mean scores themselves.

9.3.7 Relationships between Occupational Experience Constructs.

The relationships between the constructs of positive and negative work experiences were examined (Table 50). The data indicates that while there are a number of high inter-correlations between the positive dimensions, and between the negative dimensions, there are no significant relationships evident between the two overarching constructs.

The relationships between all occupational experience variables are shown in Table 51. Task Orientation and Interaction are the only variables having significant relationships with Job Satisfaction, both showing moderate positive correlations. All of the climate constructs have moderate positive inter-correlations, the strongest being between Participation and Innovation, while the weakest was between Vision and Task Orientation, and Vision and Interaction.

Table 50.

Relationships between Positive and Negative Work Experiences on the PDHUS for Constables Post Academy Training.

	OrgUp	OpUp	TotUp	Orghass	Ophass	Tothass
Org Uplifts	1					
Op Uplifts	.84**	1				
Tot Uplifts	.98**	.93**	1			
Org Hassles	-.17	-.01	-.12	1		
Op Hassles	.03	.14	.07	.81**	1	
Tot Hassles	-.06	.07	-.02	.94**	.96**	1

N= 57.
**p<.001

There were also a number of notable relationships between the Climate constructs and Hassles and Uplifts dimensions. Vision had a low positive correlation with Organisational uplifts, and a moderate negative correlation with Organisational hassles. Similarly, participation showed a moderate positive relationship with Organisational uplifts, and a moderate negative relationship with Organisational hassles. Alongside this was a moderate positive correlation with Operational uplifts. Innovation had significant positive correlations with both Organisational and Operational uplifts, but no relationships with either of the Hassles domains. Task orientation showed the same pattern as innovation, while interaction had no significant relationships with any of the hassles or uplifts dimensions.

Table 51.

Relationships between Facets of Organisational Climate, Positive and Negative Work Experiences and Job Satisfaction.

	Vision	Participation Safety	Support for Innovation	Task Orientation	Interaction Frequency	Job Satisfaction
OrgUp	.32*	.49**	.40**	.34**	.13	.08
OpUp	.21	.47**	.46**	.42**	.14	.07
OpHass	-.08	-.14	.13	-.12	.09	-.18
OrgHass	-.42**	-.31*	-.01	.19	-.03	-.06
Vision	1	.60**	.54**	.38**	.38**	.03
Participat		1	.70**	.63**	.68**	.24
Innovat			1	.60**	.58**	.13
TskOr				1	.64**	.30*
Interact					1	.48**
Job Sat						1

N= 57.
Note. OrgUp = Organisational Uplifts, OpUp= Operational Uplifts, OpHass= Operational Hassles, OrgHass= Organisational Hassles
*p<.05, **p<.01

9.3.8 Occupational Experiences and Trauma.

The relationships between all of the occupational experience constructs and scores on the IES-R and PTGI are shown in Table 52. The table shows that Operational Uplifts, Participation and Job satisfaction had no significant relationships with any of the trauma response variables. Vision had a negative relation ship with Avoidance (IES-R), and Interaction a positive relationship with Hyperarousal (IES-R), however these two variables showed no other significant relationships with trauma response. Innovation

had negative relationships with Avoidance, Relating to others and Appreciation of life (PTGI), while Organisational Uplifts had negative relationships with Avoidance, Hyperarousal and total IES-R scores, but no relationship to any facet of the PTGI. The two remaining variables, Operational and Organisational hassles, had a large number of relationships. Both had positive associations with all facets of the IES-R; the strongest being with Intrusion for Operational hassles and with Hyperarousal for Organisational hassles. Operational hassles also showed positive relationships with personal strength, spiritual change, appreciation of life and total PTGI score, but not with relating to others and new possibilities. Organisational hassles showed the same pattern of relationships with the exception of spiritual change, where a significant association was not present.

Table 52.

The Correlations between Occupational Experiences and trauma Constructs.

Scale	Operational Hassles	Organisational Hassles	Operational Uplifts	Organisational Uplifts	Vision	Participation Safety	Support for Innovation	Task Orientation	Interaction Frequency	Job Satisfaction
Intrusion	.56**	.32*	-.15	-.18	.06	-.08	.00	.11	.16	-.21
Avoidance	.30*	.32*	-.21	-.31*	-.33*	-.11	-.34**	-.05	.01	-.12
Hyperarousal	.47**	.42**	-.15	-.29*	-.22	.01	.00	.10	.28*	.04
Total IES-R	.51**	.40**	-.20	-.29*	-.18	-.08	-.17	.05	.15	-.16
Relating	.23	.22	-.07	-.05	.10	-.01	-.08	.01	.09	-.07
New Poss	.15	.17	-.09	-.05	-.05	-.23	-.31*	-.22	-.13	-.08
Pers Strength	.41**	.31*	-.10	.02	.13	-.18	-.19	-.07	.06	-.04
Spiritual	.32*	.25	-.07	-.09	-.00	-.09	.04	.15	.17	.00
App of Life	.28*	.28*	-.23	-.25	.07	-.23	-.27*	-.06	.04	.12
PTGI Total	.31*	.28*	-.13	-.08	.07	-.16	-.22	-.08	.00	-.03

N= 57
*$p<.05$, **$p<.01$
Note. New Poss= New Possibilities, Pers = Personal Strength, App of Life= Appreciation of Life

9.3.9 The relationships between Stress, Coping, and Occupational Experiences.

The correlations between facets of Stress, Coping and Occupational experiences are shown in Table 53. Operational and Organisational Hassles showed relatively consistent relationships with stress and coping. Both had positive relationships with typically maladaptive coping strategies (e.g., denial), and with aspects of stress. Uplifts had a somewhat more varied pattern of relationships compared to hassles, and operational uplifts did not have any significant relationships with any aspect of stress.

Table 53 also shows the differential pattern of relationships between aspects of organisational climate and stress and coping, none of which were exceptional or unexpected; most showed positive relationships with the more adaptive strategies, negative relationships with maladaptive strategies and differential patterns of negative, or no relationships with stress. Job satisfaction had significant relationships with only four facets of stress and coping, having a positive association only with Positive reinterpretation and no relationship to any other coping variables. Satisfaction also showed negative associations with Performance difficulties, Somatic distress, and Overall stress.

Table 53.

The Relationships between Stress and Coping and Occupational Experiences.

	OpHass	OrgHass	OpUp	OrgUp	Vision	Participa	Innov	TaskOrie	Interact	JobSat
Active	-.27*	-.39**	.39**	.40**	.27*	.16	.02	.06	-.11	-.16
Plann	-.23	-.39**	.04	.04	.16	.05	-.03	-.04	.05	-.07
Suppress	.03	-.08	.29*	.17	.02	-.13	-.06	-.03	-.05	-.23
Restraint	-.14	-.10	.27*	.19	-.22	.03	.01	-.04	-.02	-.04
SSI	-.05	-.25	.18	.02	-.05	.20	.01	.49**	.40**	.11
SSE	.14	-.03	.02	-.04	.20	.33*	.23	.35**	.53**	.01
PosRe	.05	-.02	.16	.01	.03	.30*	.22	.59**	.63**	.33*
Accept	.13	-.03	.22	.25	.31*	.25	.24	.18	.15	.07
Religion	-.05	-.16	-.00	.25	.30*	.32*	.28*	.03	.28*	.17
FandV	.36**	.19	-.04	-.10	.03	-.01	.19	.17	.22	-.16
Denial	.49**	.53**	-.20	-.18	-.19	-.04	-.02	.20	.36**	.24
BDis	.21	.25	-.33*	-.30*	-.30*	-.35**	-.19	-.11	-.06	-.07
MDis	.45**	.39**	.00	-.21	-.01	.11	.17	.27*	.34**	.01
ADis	.26*	.17	-.20	-.17	-.05	.08	.06	.11	.23	.13
PerfDiff	.36*	.12	-.06	-.18	-.05	-.06	-.12	.06	-.11	-.47**
GenDist	.48**	.45**	-.22	-.30*	-.28*	-.39**	-.19	-.05	.04	-.05
SomDist	.47**	.43**	.22	-.18	.04	.03	.09	.15	.00	-.31*
HSCLTot	.62**	.46**	-.04	-.19	-.14	-.20	-.11	.08	-.04	-.42**

N= 57
*p<.05, **p<.01

9.4 Discussion

The data indicated that hypothesis 19 was supported, as there was a significant decrease in stress across the three phases of the study. Hypothesis 20 was also supported, in that officers consistently reported higher levels of stress from performance difficulties than from general or somatic distress. The results also indicated support for hypothesis 21, as females showed higher levels of general distress than males, and it was this difference that was reflected in the significant difference in overall stress scores.

Partial support was obtained for hypothesis 22. As predicted, officers reported higher use of contextually adaptive coping mechanisms, with the highest use being for Acceptance and Positive Reinterpretation for both males and females. However, while the use of all other coping strategies declined, showed a trend towards a decline or remained stable, the use of Acceptance increased significantly between the post-train and follow-up phases after showing a trend towards a significant decline between baseline and post-training. Hypothesis 23 was partially supported as there was no significant interaction between study phase and gender. However, there were some apparent differences in the coping profiles of males and females. The non-significant interaction indicates that while there were some differences in the patterns of coping for each gender, these did not vary systematically according to study phase.

Partial support was obtained for hypothesis 24. There were no gender differences for any facet of Organisational Climate, or for Job Satisfaction, and there were no differences on any of the domains of Positive Work Experiences (uplifts) except for Family, which showed a trend for males scoring higher than females. However, there were significant differences between genders, and significant interactive effects or trends, for all facets of Hassles with the exception of Promotions and Complaints. In all cases where

differences or trends were detected, females reported significantly higher hassles than males at the follow-up phase, and this represented a significant increase in females' reports of hassles from the post-training phase. This contrasts with the findings of the post-training phase where there were no differences in the reported experience of hassles between males and females.

As predicted, Job Satisfaction decreased significantly between the post-training and follow-up phases, thus providing support for hypothesis 25. However, this result should be interpreted with caution due to the restricted range of scores on this variable, and the high level of overlap between the distributions.

9.4.1 Changes in Stress and Coping

The decrease in stress as officers become more experienced with policing was not unexpected and is consistent with the contention of Nelson (1987) that the first nine months of a new job is the most stressful period in the work adjustment process. Thus, the decrease in stress may be a reflection of the officers becoming more experienced with policing, and therefore feeling more comfortable in their job role. Furthermore, officers at this phase had just completed the requirements of their 12 month probationary period, and it is probable that the completion of this phase of their careers would bring some relief.

However, while stress overall decreased, stress from performance difficulties continued to be reported at higher levels than general or somatic complaints. This can be explained by considering the visibility of the police profession. Police are visible in many arenas, to the public, to their superiors and to the members of their team or shift, and are therefore held accountable within and responsible for their role in differing circumstances. Thus, it follows that they would continue to feel evaluative pressures to a higher degree

than general or somatic distress, and may also be a reflection of having just completed probation.

The argument that higher levels of general distress for females is a reflection of their higher scores on trait levels of neuroticism, and therefore differential emotional expression, was first presented in Chapter 5. It should be noted that the officers would be considered emotionally stable, as they are not showing higher levels of neuroticism than would be expected in the general population (Costa et al. 2001), however, studies have shown that females tend to be higher in this trait than males (e.g., Costa et al. 2001, Feingold, 1994, Lynn & Martin, 1997, Rantanen, et al. 2007) and there is evidence of differential emotional expression by gender within the police population (R.J. Burke et al. 2005; Morash et al. 2006). These higher trait levels and the increases in use of emotionally based coping strategies, higher levels of general distress and reports of more daily hassles than male officers mirror one of the pathways proposed in Hart and Cooper's (2001) model of organisational health.

The findings also indicate that officers continued to report the use of high levels of positive reinterpretation and acceptance to cope with the demands of the profession. Moreover, officers reported a high use of coping strategies that are considered adaptive (Carver et al. 1999) and while the reported use of coping decreased over the course of the study, this is likely due to the corresponding decrease officers reported in their levels of stress. This occurrence is indicative of the demands of the job being considered less threatening and challenging as the officers adapt to the new environment. Furthermore, the apparent increase in the use of acceptance may be reflective of increased experience and operational exposure. Acceptance represents an adaptive way of coping with events that the officer perceives they have no control over. This notion is certainly supported by the

interview data presented in Chapter 7. For example, Chad reported *"if I took on board everything that they* [the public and/or criminals] *said, I'd have left the job by now, you just can't let them get to you and get you down... you just get on with the job".*

The non-significant interaction between gender and study phase indicated that there were no systematic difference in the types of coping being reported by each gender across the phases of the study. While the specific strategy that each gender used most frequently was different (as reflected in the significant gender difference), the overall pattern of strategy use was very similar. That is, both genders reported using strategies such as Positive Reinterpretation, Acceptance, Planning and Social Support (both emotional and instrumental) to a greater extent than other strategies. The main differences were apparent between the specific strategies reportedly used most and in the way each gender used social support as a coping mechanism.

Females reported greater use of Focus on and Venting of emotions and Emotional Social Support than males, whereas males showed a trend towards greater use of Instrumental Social Support. Thus, there were no real differences in the use of contextually adaptive strategies for each gender, but rather in which specific strategy they chose to engage in. For example, both genders reported using social support as a coping mechanism, however males looked for instrumental support, whilst females looked for someone with which to discuss their problems. Similarly, while females showed higher use of emotion focussed social strategies than males, both reported using emotion focussed mechanisms such as Positive Reinterpretation and Acceptance to a higher degree than most other strategies. This finding represents a point of conflict with Hart and Cooper's (2001) conceptualisation. According to their model, individuals who engage in higher levels of emotion focussed coping (e.g., focus on and venting of emotions, emotional social support)

experience more negative work experiences and higher levels of distress, which does not appear to be the case for these officers taken as a whole. However, it does appear to hold up to a certain extent for the females, thus the distinction appears to be not the use of emotion focussed strategies per se, but differences in the use of socially based coping mechanisms (i.e., emotional social support versus instrumental social support).

9.4.2 Occupational Experiences

The lack of differences for each gender on organisational climate, uplifts, performance difficulties, somatic distress and job satisfaction indicates a relatively homogenous experience for employees. While there were gender differences in hassles, or negative work experiences, this does not appear to have translated into a decrease in satisfaction at work. The homogeneity of experience is similar to, and consistent with, the results from the post-training phase. The trend for males to report more uplifts than females on the family domain may be reflective of the males not feeling the same degree of conflict between their working and family lives. Women moving outside of the traditional female role regarding child rearing and the struggles of maintaining a balance between work and home, appears consistent with some of the reports from the first qualitative phase (Chapter 7) where some female officers reported struggling with their duties as a parent and their new role as a police officer.

While there were no differences by gender in the organisational level variables of climate and satisfaction, there was a markedly different pattern of negative work experiences for females compared to males. During the follow-up phase, females consistently reported higher levels of hassles than males in both operational and organisational contexts. However, the fact that this difference was not present at the post-

training phase, suggests a different experience for females over their first 12 months of operational duties. There are a number of possibilities for why this might be the case.

Due to the masculine nature of the police profession, previous research has found that women have greater difficulty adapting to policing because of the fundamental cognitive shift they are required to make (Gerber, 2001). This shift is much more pronounced for women as it moves them away from the societally accepted, stereotypical female role. Furthermore, while not evidenced in the post-training phase, there are some studies which suggest that females tend to respond to events in a different way to males and in this way higher reports of hassles may be a reflection of higher trait levels of neuroticism (reflected in higher levels of general distress which are linked to higher neuroticism) (R.J. Burke et al. 2005; Costa et al. 2001; Rantanen et al. 2007). The differences in patterns of coping for males and females suggests that the female officers are more likely to have talked about the problems they were experiencing on the job (higher use of social support mechanisms). This may then translate into a greater willingness to disclose their problems, not just within a social network, but also to the researcher, and is consistent with potential problems in measuring personality and emotional expression identified by Costa et al. (2001) in general populations, and Morash et al. (2006) in police populations.

A second possible bias related to the researcher in that the investigator was female. All officers had met the investigator whilst at the police academy, however, it is possible that the females may have identified more with the researcher, and thus been more willing to disclose, while the males were less willing to show weakness or vulnerability to a female investigator. This line of reasoning is also consistent with masculine nature of the occupation. Major differences in negative experiences did not emerge in interviews, and suggests another explanation is that females may rate the same events more emotively than

males and is again consistent with the notion that females express emotion differently to males.

The observed pattern of response for females is consistent with the proposition of Hart and Cooper (2001). Higher use of emotion based strategies to cope with adverse events will lead to higher reports of negative experiences and thus higher levels of distress. However, given that stress is affective, and satisfaction cognitive, this pattern of occurrences was not reflected in a decrease in job satisfaction. It is also important to acknowledge that the higher levels of hassles experienced by female officers is not translated into lowered perceptions of the value of the organisation, or indeed in reports of positive occupational experiences (uplifts).

The relationships between the stress, coping, and occupational experiences also lend support to the notion of adverse occupational events not being conceptualised as traumatic, as was discussed in Chapter 8. The fact that the only coping variable with a significant relationship with job satisfaction was positive reinterpretation suggests that it is the way events are perceived and responded to that effects their successful resolution, rather than involvement in an event per se. As discussed in Chapter 8, this notion is implicit is the definition of a traumatic event in the DSM-IV-TR criteria (APA, 2000).

Chapter 9 has explored officer's perceptions of their role as police officer, and indicated that the changes seen in stress and coping are consistent with feelings of adjustment to, and experience in, the role of police officer. Furthermore, there is evidence to again suggest the success of the socialisation process in officer's reporting an homogenous profile of perception and experience. This was with the exception of females experience of negative work experiences, which is likely due to the major shift they have had to make compared to their traditional female societal role and may also have been

influenced by the researcher being female. Despite these differences in experiences, there were no gender differences in reported levels of satisfaction or of positive response to potentially traumatising events (see Chapter 8 for trauma response data). Chapter 10 focuses on examining the profiles of officers after almost 2 years of operational duties and examines the factors they identified as contributing to their adjustment and well-being through the process of 'becoming a police officer'.

CHAPTER TEN

REFLECTIONS ON OPERATIONAL POLICING

Chapter 9 explored officer's perceptions of their role as a police officer, and indicated that the changes seen in stress and coping are consistent with feelings of positive adjustment to the role of police officer. Evidence regarding the successful socialisation of officers was further strengthened with the finding that officer's reported an homogenous profile of perception and experience after the completion of the period as probationary Constables. This was with the exception of females reporting higher levels of negative work experiences, which is likely due to a combination of the masculinity of the police role, the major shift they have had to make compared to their traditional female societal role and may also have been influenced by the researcher being female. These two aspects are fundamental to the culture of the police and appears to have had a pervasive effect on many areas of occupational experiences for females. Despite these differences in experiences, there were no gender differences in reported levels of satisfaction or of positive response to potentially traumatising events (see Chapter 8 for trauma response data).

10.1 The Final Phase

This chapter represents the final phase at which officers participated in this study and presents the findings of semi-structured interviews conducted with officers after they had experienced a substantial period of time in an operational policing context. The interviews took place between 18 months to 2 years after the officers had graduated from the police academy, equating to between 26 and 32 months of involvement in the police organisation – from training through probation to a point at which they were considered senior frontline officers. The questions posed, as in interview 1 (see Chapter 7), were related to the responses officers had provided over the course of the study

during the quantitative phases of the investigation. In addition, the findings of the first interview were also considered in determining the interview schedule for this phase of the study. The aim of this phase of the study was to generate a picture of the typical officer who has spent at least two years exposed to the operational and organisational nuances of the police organisation. This then allows an examination of the factors contributing to the general well-being of the officers after this time, and to examine the effects of officers' experiences on their intention to remain in the service.

In order to facilitate this process the interview schedule contained some of the same questions that were asked in interview 1, with new additions focussing on the experiences of officers to that time point and how they felt they had adjusted to the police role. The full interview schedule can be found in Appendix S. Officers were asked about their best and worst experiences in the job since starting, and the impact of both operational and organisational contexts were explored with respect to their importance in determining the officers' satisfaction with their jobs. Officers' impressions of how the public perceived them were explored, and the influence of the job on family and non-work life was examined. Officers were also asked whether they regarded the job as stressful and what aspects they considered stressful, and/or frustrating, as well as positive and/or rewarding. As these officers had been operational for almost two years, there were a number who had moved to a different station from that which they had been assigned upon completion of their training. For these officers, the difficulties they experienced with moving to a different station, and any similarities and differences identified by the officers between the two stations, were also explored.

10.2 Method and Analysis

As in chapter 7, thematic analysis was used to examine data derived from the interviews at this time point. A full overview of thematic analysis is available in chapter 4. The aim of the interview phase was to explore the events identified by

officers as central to their well-being and their likelihood of continued employment as a police officer. As in the first interview phase, all questions in the interview schedule were asked of all officers, however, a set order was not adhered to in order to maintain the flow of conversation and to enable important aspects to be explored in detail as the arose. As the researcher had had contact with all interviewees on occasions prior to the conduct of this second interview, rapport building was individualised for each officer and either based on personal details known to the researcher or memorable information from the prior interview or survey. For example, one officer had had a new baby since the first interview, so initial conversation was centred on that aspect. Similarly, another officer had recently returned from an overseas holiday, which had been indicated to the researcher through a previous contact, thus preliminary discussion was about their holiday.

Each interview was recorded and transcribed verbatim in a process parallel to the conduct of the interviews. This allowed any new information emerging from initial interviews to be included as questions in subsequent ones. In particular, one question was added to the interview schedule after the first interviewee mentioned that they had experienced some problems with the required uniform, and that this was a source of daily frustration for them. Thus, all subsequent interviews included a question about the practicality of the uniform for the job the officers were required to do.

Initially, responses were grouped according to the relevant themes identified in interview 1 (Chapter 7) and 'other' information. Thus, data was grouped according to whether they fit into 'occupational experiences', 'personal changes' or some 'other' category. There was much more scope in both the occupational experiences and personal changes data than in the first interview, thus the data was put through a number of iterations. It should also be noted that the data presented here is done so in a format different to that of chapter 7 (interview 1). The current interview yielded data that was

much more experience based (due to the time officers had now been operational) and data that was more based in the perceptions and opinions of officers than found in Chapter 7.

Furthermore, throughout the analysis of the first interview there were observable time points upon which to tell the story of the officers from their own perspectives. In contrast, this chapter discusses the daily rigmarole of the police officers' occupational lives. There were no major career milestones in the 8-12 months following the completion of probation (follow-up survey phase) that all officers were exposed to. In that respect, this chapter represents a snapshot of officers at this point in their careers, whilst acknowledging the changes in their experiences and perceptions to this point. In essence, this chapter presents the outcomes of the socialisation process from the perspective of the officers' themselves. The presentation of this chapter therefore naturally moves away from the narrative approach taken in Chapter 7, to a more descriptive and interpretive approach.

10.3 Results and Discussion

Three overarching categories were identified as influencing officers' job satisfaction and intention to remain in policing. These categories were *External Aspects*, *Occupational Experiences,* and *Personal Responses.* Each category was made up of a number of manifest themes and these are illustrated in Figure 26 below. These three categories had differential impacts on each other, with external aspects seemingly playing a role in officers perceptions of their occupational experiences and on the ways in which some of the manifest themes within individual characteristics were expressed. Occupational experiences could also been seen to effect individual characteristics.

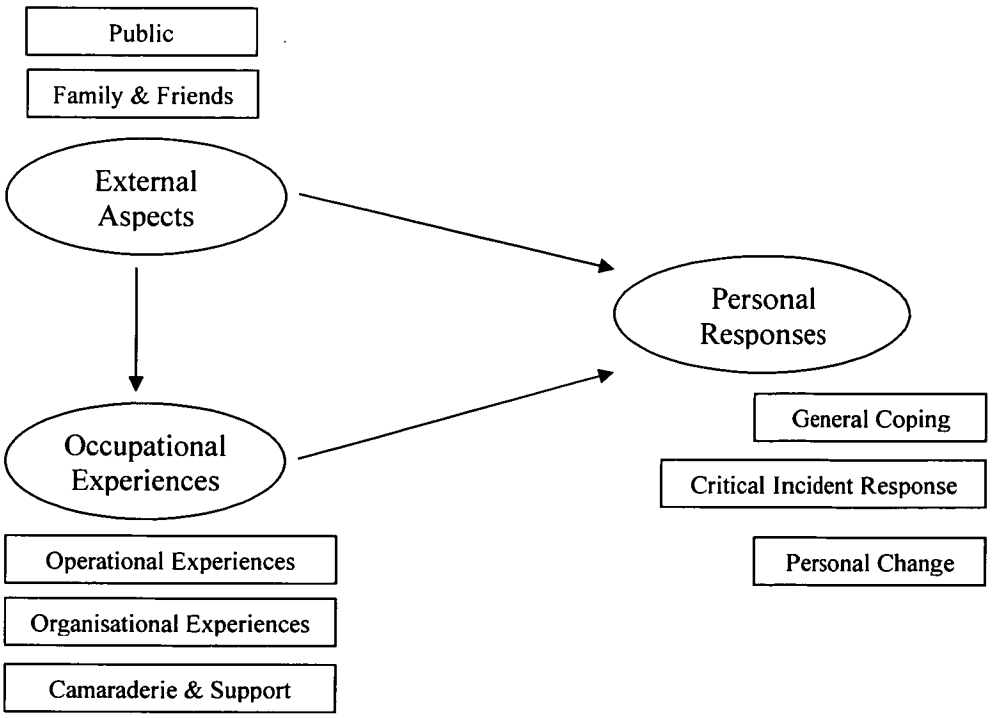

Figure 26. The themes and their interactive effects from the final interview with officers.

A number of the manifest themes were consistent with the concepts identified in the quantitative data, in particular, the rewards and frustrations themes appear similar to the concepts of daily hassles and uplifts. However, there were a number of themes not evident in the quantitative data, such as that relating to critical incident exposure and the officers' responses. Similarly, the influence of public expectations is not contained in these scales. Consistencies with, and any divergence from the quantitative data, and the qualitative data reported in Chapter 7 is discussed in the context of each of the themes. However, in contrast to Chapter 7, due to the substantial lapse of time between the final survey point and this interview (i.e. 8-12 months) there is little opportunity to discuss validation of the quantitative data, although where possible, this is explored.

10.3.1 External Aspects.

Officers recounted a number of aspects that were external to their job and job role that influenced their satisfaction and commitment. Two manifest themes were identified in this category, *Family & Friends* and *Public.*

10.3.1.1 Family and Friends. Officers indicated that their social circle had become almost exclusively police officers, and most said that this was to do with not wanting to expose people outside of policing to the profession. Officers indicated that they had begun to drift away from friends outside of policing for a number of reasons, including that working a rotating shift roster interfered with their ability to make plans and that they got sick of some people continually asking them questions about the job.

In a similar way, officers reported becoming somewhat distant from family. While some officers stated that they had some regret at this loss of relationships outside policing, they believed it was necessary. Thus, it appears that the loss of a wider social circle, and the distancing of familial relationships is the result of a conscious attempt on the part of officers to shield close friends and family from the down side of the profession. This influence becomes important when the ways in which officers cope with the job is considered as it affects who they feel comfortable turning to when difficult situations arise. The impact of this distancing from family and friends is therefore discussed in more detail when the use of social support as a coping mechanism is considered on pages 351–353.

10.3.1.2Public. The second external influence on police officer well-being is the responses of the public to the officers. As discussed in chapter 7, officers identified a mis-match between the powers they were actually afforded and things they were expected to be able to do operationally. Officers also felt that the public saw them only as police and not as people, which had both advantages and disadvantages, and often felt frustrated that people didn't consider that they were just doing their job and that under the uniform, they were people too. Officers believed that the ideals to which they were held were fuelled almost exclusively by media stereotypes.

The influence of the public can be clearly seen when the positive and negative occupational experiences of officers are examined and the expectations of the public in

particular, were identified as a source of frustration for a large majority of the officers (92%). However, it should be noted that whilst some officers felt that the public needed to be educated about the powers of police officers, others liked the exclusivity they were afforded as police, and felt that education would make no difference anyway.

Both of the themes comprising External Aspects appear to have implicit links to job satisfaction either in their own right, or as a resultant manifestation within perceptions of occupational experiences, or the ways in which personal characteristics are expressed. Both have the potential to impact negatively on an officer's sense of well-being, in terms of regret from a smaller social circle, to the frustration experienced at the lack of public knowledge about policing. Despite these potential negative impacts, both appear to have become an accepted part of the job, that is, officers appear to have been able to reconcile these negative experiences and emotions in some way, and accept that *"this is how things have to be"* (James). For example, Carrie explained *"yeah my social circle is smaller, but in a way it has to be, you just can't put yourself out there as a cop, you're held to a higher ideal and you've really got to live up to it... you can't be seen to be vulnerable or weak or silly or too outgoing"*. Similarly, Frank recounted *"they* [the public] *really have no idea* [about policing] *but that's the way is should be, they don't need to know about all the crap that goes down in their neighbourhoods, it'd only make them paranoid, and to me that means we're not doing our job"*. Thus, potentially negative experiences are reconciled in a positive way.

10.3.2 Occupational Experiences.

This category reflects the experiences of officers in their role over the course of their careers to this point. It encompasses the manifest themes of rewards, frustrations, and camaraderie and support. It brings together both the operational and organisational components of policing which can be clearly discerned as sub-themes within the themes of rewards and frustrations. This split between operational and organisational

experiences is consistent with previous literature examining stress and well-being in the police profession (Hart et al. 1995; Kohan & Mazmanian, 2003). Furthermore, this split was considered important as each was found to have differential impacts on, or influences from, the manifest themes identified in the Individual Characteristics and External Aspects categories, and these are discussed where appropriate.

10.3.2.1 Rewards. The rewards theme reflects the things that officers reported were good about their jobs, those things that they derived some sort of intrinsic reward from. In that sense, while they are similar to and reflect a number of experiences encompassed by the uplifts domain of the police daily uplifts scale, it is slightly different in orientation, and tends to operate at the individual level of analysis. Many officers indicated that these experiences made them want to continue to be police officers. Similar to the uplifts domain tapped in the quantitative phase of the study, the rewards theme can be split into two components operational and organisational. Three sub-themes were identified in each component. Table 54 shows the sub-themes of operational rewards and provides an example of how each manifested in the interview data.

The sub-themes representing positive or rewarding operational experiences appear to be heavily influenced by officers' expectations of their job and job role. There are some clear consistencies here with the expectations discussed in chapter 7, especially those of variety and the ideas expressed regarding opportunity for autonomy, and use of intuition. Importantly, it appears that for most officers the feelings of dissonance regarding their ability to use their intuition, and the perception of a need for greater autonomy, appears to have been somewhat resolved.

Table 54. *The operational sub-themes comprising the manifest theme of rewards.*

Operational Theme	Description and Quoted Example (In italics)
Helping People	Reflects the satisfaction officers felt at being able to help victims of crime and members of the community. *"the smile you get – even if they don't say it, sometimes you know just how thankful they are... that's what keeps you going, the one's who you know appreciate what you've done"* (Eric).
Crime Solving	Officers indicated that one of the best aspect of their job was the investigation process and the satisfaction derived from solving a crime and charging an offender *"It's your job to sort out the chaos and then to fix the problem... there's no better feeling than working through it all and seeing the guy caught and made to pay for what he's done"* (Amanda).
Autonomy & Intuition	Officers felt that as their experience increased they were given a greater level of autonomy and latitude to use their intuition which resulted in: - Feelings they were able to follow through the crime solving process and were able to trust their own intuition in an operational context. *"Using your intuition can pay off and when you do you get so much more out of seeing the thing* [the incident] *through to the end"* (Jim). - they were now trusted to use their initiative in operational situations *"There's no expectation anymore that you should be asking questions, you still can* [ask questions], *but there's a level of trust that you'll make the right decision, so you've got much more latitude for decision making than there was before* [after only 2-4 months of operational duties] (Rick)
Variety	As in chapter 7, officers indicated that the variety of the job was an aspect they found rewarding *"no incident is exactly the same, so you're always going to something different and its so good not going to the same thing over and over again"* (Irene).

Clearly, officers experience positive outcomes from exposure to experiences that fit their notion of what it is to be a police officer (helping people, solving crimes and having the ability to use their initiative. For example, Brian stated *"I love the job, being 'on the job'. I mean sometimes you don't know what's gonna happen when you get there, but you don't know what's gonna happen any day you come to work, and that's what great about it* [being a police officer]. *There's no better feeling than when you look back and you know you've done everything you could and you've got the best outcome for everyone – the victim's happy, the crook's caught, and you* [the officer] *played a major role in that... "*. This quote exemplifies that operational rewards rely on the intrinsic value of the experience to the officer. Implicit in this is the notion that positive outcomes and benefits can be derived from exposure to negatively emotive events. All officers acknowledged that at times their job was extremely difficult, but that the benefits or rewards, outweighed the disadvantages.

There are clear implications here for officers' perceptions of their job satisfaction, and in some respects, for their commitment to the organisation. As discussed in Chapters 8 and 9, the ability to implicitly see the benefit in negative events experienced operationally, is a capacity that officer's develop as they become more experienced. It follows that the more refined this 'ability' becomes the more likely officers are to report positive perceptions of their work environment and thus be more likely to indicate an intention to stay with the organisation (Giga, 2002). That these experiences are consistent with officer's expectations of their job role also serves to increase satisfaction because they are experiencing events consistent with their mental model of the police role. Furthermore, it also serves to increase organisational commitment because there is less sense of organisational and role ambiguity (Brunetto & Wharton, 2003). In a similar way, officers also reported positive experiences from things that were organisationally driven. However, it appears the organisational

rewards are the result of more extrinsic and tangible experiences than those derived from operational events (Table 55).

The rewards themes indicate that officers perceive that their jobs are stable, secure and offer them a high degree of financial security. This was seen as an aim of the police organisation when it introduced its new wage scheme prior to the commencement of these officers into the training program (Police Act, 2004). The financial security perceived by the officers is clearly an extrinsically provided source of reward. While the notion of financial and job security is linked to job satisfaction to a certain extent, it is also likely to play a major role in organisational commitment. Officers are less likely to want to leave if such conditions are acceptable and likely to be maintained (Giga, 2002). Furthermore, this effect may well be accentuated for those who reported positive experiences from shiftwork, especially for those constables still on general duties patrols which has a rotating shift roster. For those who didn't like the shiftwork, there is much more opportunity after 18 months of operational duties to move into and experience other areas of policing, some of which don't require shiftwork. In that sense, there is a certain amount of opportunity for a change in work conditions without employment being influenced and affected negatively.

The ability to take on a teaching, leadership, and mentoring role was described as a positive and rewarding experience by most officers and as something which they saw as having had inherent value to their own knowledge and skills as police officers. In this sense, it is the only organisationally determined source of intrinsic value identified by the officers. Furthermore, this aspect has important implications for job satisfaction and influences organisational commitment as officers reported feeling more confident in their own abilities as a result of these opportunities to act in teaching, mentoring and leadership roles.

Table 55.

The organisational sub-themes comprising the manifest theme of rewards

Organisational Theme	Description and Quoted Example (In italics)
Financial and Job Security	Reflects officers' feelings that employment as a police officer provided a safety net for their future. *"There wouldn't be another job I could do that would give me the same benefits, so this is the plan for the next 10 to 12 years at least"* (Brad).
Flexible Hours	Officers indicated that the major positive aspect of shiftwork was the rotating roster which provided a degree of flexibility in hours worked because they weren't continually 'stuck' on the same shift. *"Routine hours don't suit me, I like the varied shifts, I couldn't handle working 9 to 5, I think I'd feel like I was being unfairly restricted or something..."* (Rebecca). *"It's great for shopping and things, especially because I can do some of it without having to drag the kids along"* (Carol).
Leadership	The opportunity to mentor and teach newer constables as a result of their 'experience' was identified as a positive experience for many officers *"It's a different kind of responsibility, more leadership, more teaching, I really like it"* (Karl). *"I learnt stuff as well through mentoring... it gives you the opportunity to expand your own knowledge and skills... to find out answers to stuff you ought to know, but didn't"* (Harry).

As outlined above, the rewards theme is somewhat reflective of the uplifts domain which was tapped in the quantitative phases of the investigation. However, while a number if incidents were reported which fit this category, there were also a few things which were not tapped by the uplifts scale in its current form. For example, the concept of autonomy and intuition and feelings of being able to use those in a positive constructive sense, is not included in the uplifts scale.

The rewards category provides some insight into the workings of the police organisational culture and climate and the important ways in which socialisation to the

police culture acts to influence the satisfaction and well-being of police personnel. For example, the opportunity for extension and transition into other areas of policing is a change in work conditions which is supported by the organisation and wanted by the employee. This type of role change is much more likely to facilitate increases in job satisfaction and in some respects increase confidence in ability, thereby facilitating higher levels of satisfaction in the workplace. This then has follow on effects for commitment, if expectations are met. Officers are more likely to want to continue in their current roles because they chose to be in them and were not forced into a change. Secondly, if roles remain flexible, the knowledge that work circumstances can be altered without negative consequences also facilitates commitment (Brunetto & Wharton, 2003; Morash et al. 2006).

10.3.2.2 Frustrations. This theme reflects those things which officers find stressful, frustrating or bothersome about their job. In some respects this theme mirrors the notion of the hassles experienced in the daily context of policing that was tapped in the quantitative phases. However, "Frustrations" are not necessarily negative in nature, but are described as annoying or somewhat discouraging experiences. As in the rewards theme, frustrations can be split into two components, operational and organisational. Three operational sub-themes (Table 56) and five organisational sub-themes (Table 57) were extracted from the data.

The operational sub-themes were termed *Public Misconceptions*, *Communications Procedures* and *Workload.* Public misconceptions appears consistent with the sentiments identified in Chapter 7 regarding public reactions to the officers, and extends from the External category discussed at the beginning of this results section. Communications procedures tended to be cited more by officers who had either been moved to a rural location after spending some time in a metropolitan station, or by

officers whose station catchment covered a large rural area. While some officers located in city stations cited these problems, they appeared less often in this context.

Table 56. *The operational sub-themes comprising the manifest theme of frustrations.*

Operational Theme	Description and Quoted Example (In italics)
Public Misconceptions	
	Officers considered that the public had unrealistic expectations of the power police possess, particularly in relation to neighbourhood disputes, vehicle theft and burglary.
	"Some people expect you to fix things straight away, they don't understand that they've got a role to play in it too" (James).
	"They watch the tele and think that you can just dust for fingerprints and you can just swab and take DNA samples and match it up and catch the crook and everyone's happy. It just doesn't happen that way, and people don't want to hear that they might never get their car or their possessions back" (Carol).
Communications Procedures	
	Inadequacies of communications procedures at times were highlighted by officers.
	"At times up here [reference to a regional station and area] *there are a lot of black spots* [dead areas of radio reception] *and if you need back up, you've got no way of getting it. The area's very rural in a lot of places, but they need to fix it... the peace of mind of knowing some one will come if you call is necessary in this job"* (Tom).
Workload	
	Officers felt that at times they were expected to accomplish much more than they were able to on a single shift, and that their workload was compounded by the amount of paperwork required to be completed for even simple offences.
	"At the end of a shift, I think about work and all the paperwork, and all the things I should've done that I'll now need to do tomorrow but that I probably wont get time to do... sometimes I worry about that stuff [admin and paperwork] *quite a bit cos I know now that it's important and has to be done, there's just so much of it for every job, every offence, and it just gets to the point where it mounts up and you have to stay back and do overtime simply to get your paperwork done"* (Karl).

The organisational sub-themes extracted were *Processes and Procedures, Court and Justice System, Uniform, Personnel and Staffing* and *Shiftwork.* Each of these

themes, with the exception of Uniform, was represented to some extent in the quantitative data.

The frustrations themes taken together indicate that negative experiences don't appear to have a big impact on organisational commitment. However, there exists the possibility that in the long term if these hassles continue to be experienced that they may be enough to act as a catalyst for lowered levels of job satisfaction, lower levels of organisational commitment, decreased productivity and effectiveness and thus to turnover. In fact, this was certainly the experience reported by one officer who indicated he was, at the time of the interview, actively looking for alternate employment. He reported this was because he was *"sick of the bureaucracy, sick of crap that goes on behind the scenes, and sick of working with people who have little integrity... I never signed up for that, and fortunately I'm the type of person who can recognise that I made a mistake and let go... I have to get out of this place before it has a lasting, negative effect on who I am as a person"* (Arthur).

In examining the frustrations concept, elements of organisational culture become apparent too. In particular, there appears to be an acceptance of the hierarchy evident in the police organisational structure, and that the people above them (the constables) have all the power. This fact is not necessarily liked, but it is accepted and indicates the emergence, or even imbedding of a collective cultural attitude.

Table 57. *The organisational sub-themes comprising the manifest theme of frustrations.*

Organisational Theme	Description and Quoted Example (In italics)
Processes and Procedures	
	Organisationally defined guidelines for action on certain situations are not always compatible with situations faced in front line policing.
	"Sometimes you just cant do what you think you need to do... domestics are a good example, I know there's a reason for the legislation, but a lot of the time having to drag some poor fella in just makes the whole situation worse" (Eric).
	- The ability to use individual discretion is often limited by set polices and procedures
	"You have to be careful, cos there's procedures for dealing with things and if you go outside of those and if it all goes wrong you'll find yourself in a whole heap of trouble, no one will back you in those circumstances" (Pauline).
Court & Justice System	
	Lenient sentencing, or cases that are thrown out of court.
	'Offenders that should have had the book thrown at them don't or they have the ability to make deals that get them lesser sentences... after all the work you've put in to making a case against them, they just walk away, it's extremely frustrating, and you wonder why on earth you bothered in the first place' (Annabel).
Uniform	
	For most officers, the current uniform is too formal and is not conducive to the level of activity required by frontline policing.
	"It looks smart and people can identify who we are, but its just not practical" (Stewart).
	"This [the uniform] *is more suited to a formal dress type uniform, its fine for a desk job or court appearances, but not for what we're*[frontline officers] *required to do"* (Eric).
Personnel & Staffing	
	Officers indicated that there was a lack of staff 'on the ground'. This problem was particularly identified by, but certainly not limited to, smaller regional stations.
	"There just isn't enough manpower. You go to jobs 1 or 2 [officers] *up where there should be more"* (Grant).
	"The public would be shocked to know just how many cops there aren't available on a day to day basis" (Karl).
Shiftwork	
	Officers identified some negative experiences and perceptions of shiftwork
	"it's a lifestyle thing, when you're doing 24 hour rotational shiftwork, it mucks your whole life up" (Shane).
	"I like it, but its really hard not being around for the kids, you miss the important things – assemblies, sports days, awards, it's hard" (James).

10.3.3 Camaraderie and Support. The third theme identified in the occupational experiences category is that of Camaraderie and Support. This theme describes the relationships officer expressed that they had with their colleagues, both in terms of their immediate work environment and in their relationships with senior officers. The findings of this theme are generally positive and there is some argument that it could be encompassed under the rewards theme. However, there is an important distinction in the level of effect of this concept on the officers. This theme is distinct from the rewards and frustrations that come with the profession, as it operates at the team, and to some extent, the organisational level. It appears to have a much deeper impact on an officer's sense of well-being and on station morale, and provides a number of insights into the workings of the organisational culture of Tasmania Police. In particular, it indicates that a sense of camaraderie and support is provided and maintained by facilitating a sense of togetherness or collectivism at the team level, often through the support provided by the officers' immediate supervisor.

All of the officers interviewed identified the people they worked with as one of the most positive aspects of policing. *"The people you work with, the camaraderie, the team atmosphere, that's what I like best* [about the job]" (Aleisha). Officers felt that this sense of being part of a team manifested as a result of spending a great deal of their daily lives around other cops and because there was a shared implicit understanding of the job. *"It just works that way, cos you're forever surrounded by cops, and you've got people there that know the job and understand what you're doing..."* (Walter). The notion of a sense of collegiality amongst the officers also highlights the idea that police see themselves as occupying a unique place in society, and that membership of this team affords them a level of exclusivity, by virtue of their job role, from the rest of society. *"...everyone here knows what you're up against... unless you're in the job you really don't know what it's like, its so unique..."* (Harry). The camaraderie theme also

shows links back to reasons for joining which were explored in chapter 7, and officers expectations of what the job would entail.

The notion of camaraderie provides some insight into the adoption of shared norms and values through the socialisation process, as well as insight into how "cops" are made, through the perseveration of culture through new recruits and probationary officers. These team experiences appear to play an extremely important role in the maintenance of job satisfaction and on the organisational commitment of officers.

The notion of team influencing officers' individual perceptions represents a kind of natural progression from global effects of hassles and climate to a more personal view of things. Furthermore, while the incidence of camaraderie is identifiable and influential at the team level, it affects motivations, perceptions and therefore has outcomes at the individual level. In this way, camaraderie has a cultural impact as it seems an extremely important determinant of station morale, but also in individual job satisfaction. The positive team experiences identified are distinct from those experiences discussed in the rewards theme, as while these things are seen as positive, they have a much deeper impact on the officers. Camaraderie is not just about the daily experiences of the officers', but appears to be a much more pervasive aspect of policing, and in some respects appears to effect how officers actually perceive their day to day experiences. The sense of team collectivism *'makes the job'*, and on this basis it is probable that the presence of this component alone, if it is experienced in a positive way, can facilitate organisational commitment – *'if it wasn't for the people I work with I would have left long ago'* (Neil). Although the role of this factor in maintaining commitment and individual levels of satisfaction, in the long term, requires further investigation.

10.3.3 Personal Influences.

This theme considers the ways in which officers saw themselves as responding to events on the job that contributed to their overall sense of well-being. Three main aspects were identified, General Coping, Critical Incident Response and Individual Change.

10.3.3.1 General Coping. An almost standard pattern of coping mechanisms emerged from officers accounts of how they dealt with operational events. Officers were quite reluctant to define these responses as coping, as that would imply a level of vulnerability that most officers were not willing to admit to. This was a problem identified during the first round of interviews, and questions in that phase were altered accordingly. This approach was replicated in Interview 2, with the avoidance of terms such as coping where officers appeared unwilling to conceptualise responses in this way. In this respect, while the themes identified in this category were not explicitly identified by officers as coping mechanisms they were directly identified as 'things' the officers 'did' in certain situations to ensure they maintained professionalism and 'got the job done' despite the nature of the events they were facing. Seven coping themes were extracted from that data, and these are outlined in Table 58. Some of these coping strategies appear parallel to quantitative coping concepts, and some are similar to those identified in Interview 1. However, they appear to have become more refined, and more automatic over the time between the two interviews. As James stated *"you just do it now and don't even think about it, it's just the way that you respond"*.

Table 58. *Coping Mechanisms identified by Officers in response to on the job events*

Coping Mechanism	Description and Quoted Example (In Italics)

Disengagement/Automaticity

Responses to jobs become automatic and officers appear to have learnt/taught themselves to disengage emotionally from operational incidents.

"It's not real to me, I don't let it be real... I do the job, and then I walk away..." (Karl).

"I can be stressful, but once it's over I let it go, I don't carry it with me... you get in, do the job, and then you get out again and that's all it can ever be to you, just another job" (Harry).

"It can take a lot of [mental] *effort to sort out what's going on... you have to come back on your training and things become automatic"* (Pauline).

Active Coping

Tackling each situation based on the unique characteristics of each situation, dealing with one thing at a time and making decisions about priorities.

"you find you can make different evaluations based on the circumstances because you've done it before... if its something new you do what seems right and you hope for the best" (Eric).

Humour

Tends to be used 'after the fact'; as a mechanism for debriefing about situations that were difficult, novel or particularly gruesome.

"...some of the things we go to, if you don't make a joke out of it, it can get to you a bit. I guess it is a way of dealing with the job..." (James).

"...it's a different humour, darker, and you find you just become that way" (Carol).

Social Support

Turning to others as a means of dealing with difficult events on the job, both operational and organisational. Colleagues and close family and friends are used in different ways.

- Colleagues are turned to to discuss the dynamics of particular incidents and dissect the event itself rather than an individual's reaction to it.

"I'll talk to another cop before I'd talk to someone outside the job" (Amanda).

"...people love sharing the gory details, and if you get a bad one you come back and tell everybody... that's how most of use deal with it" (Neil).

- Family and friends are used to discuss more organisationally based frustrations such as paperwork, workload and feelings of lack of support rather than specific incidents.

"I'll talk to my friends, or even my Mum about the things that frustrate me, like paperwork or event the bitchiness of some of the other cops, but not about the bad ones [bad jobs/operational incidents] (Rebecca).

"I've told my partner about being overloaded, you know paperwork and all that, but not about the op [operational] *stuff. I don't think she'd get it, and I really don't think she needs to know anyway"* (Eric).

Positive Reinterpretation

Seeing the positive in negative events

> *"...you have to turn things around, it's easy to turn a negative into a positive, it's all about your mindset"* (Jim).
>
> *"Even if you haven't managed to catch to offender, the fact that you've made a victim feel safe, or helped them take back some of the control they might have lost, that's a good thing, and you've got to give yourself credit for that"* (Karl).
>
> *"There's not a lot of good stuff in policing, so you have to look for, and you have to consciously try and turn things around in your head so that you can see something positive in really bad, negative situations"* (Irene).

Officers collectively tended to be much more reluctant to talk about their feelings, and this appears to be linked to the need to disengage themselves emotionally from such events and incidents in order to effectively carry out their jobs. This point is consistent with the coping patterns identified in the quantitative phases of the study regarding disengagement strategies, although they were used at a lower level than other strategies. In some respects, victims can't be seen as people if you're at the scene of a particularly gruesome event as it can cloud your judgment of what is necessary to resolve the situation. Officers appear to place a high level of reliance in such situations on automatic and intuitive responses. This notion is suggestive of a collective way of responding to events, and again points to the successful indoctrination of these officers through the socialisation process and the absorption of the organisational culture. It is interesting to note that few officers talked in detail about re-engaging after the event. This is a point that requires further investigation as officers move through their careers in order to ascertain if and how the use of disengagement changes. It is a particularly important construct as while disengagement at the time of the event is adaptive and helps protect the officer from the negative consequences of their involvement, a failure to re-engage can be detrimental in the long term.

10.3.3.2 Critical Incident Response. There appears to be a process of resolution to a critical incident response that extends from and draws upon some of those strategies identified in *General Coping*. Only 35% of the officers interviewed had been involved in a critical incident that met the definitions provided by Tasmania Police (see Chapter 8, pp. 261-262), although a high percentage reported having been assaulted in their capacity as police (90%). Overall, a higher proportion of officers had been exposed to a critical event than after 12 months of operational duties. Four officers had been involved in events where they felt their lives had been directly threatened. All of the officers openly reported feeling vulnerable after these critical events, and described questioning themselves and their actions, and most indicated some notion of 'checking over their shoulder'; referring to a level of constant self-appraisal and self-monitoring that was either not present before, or became intensely heightened after the events. This is consistent with the notion of hyperarousal in PTSD symptomatology.

It is interesting to note that for the most part officers were generally willing to disclose "coping" with these events, but not in a more general day to day context. This suggests two things, firstly, that officers were willing to identify such events as 'potentially' problematic, thereby conceding that these events did need to be 'coped with'. Secondly, it indicates that while this was the case there as still a level of reluctance to be seen as vulnerable and/or to remain in that state. A third issue here is that officers may be openly recognising these events as catalysts which they can respond to, rather than as passive experiences to which they are vulnerable. In this way, officers may conceptualise these events as requiring them to exert a level of control over themselves and the situation that is not automatic, and therefore while questionable at the time, recognising that they got through the challenge presented. This then provides some insight into their coping and appraisal processes, and therefore the ways in which these officers have resolved such events.

Each interviewee reported feeling like it was necessary to quickly "shake off those feelings" or being seen as somehow inadequate as a police officer *"you run the risk of not being able to do your job if you dwell on things for too long"* (Eric). In this respect all officers reported ruminating over their involvement in these events and asking themselves whether they could have done anything differently. Belinda said *"you get to a point where you realise that you do your job and you do it to the best of your ability... you've got to reach that point before you let yourself relax again"*. The level of rumination appears to be much deeper than for incidents dealt with utilising general coping strategies. Rumination appears to lead officers to resolve their feelings of vulnerability (see Figure 27).

In addition, officers reported a high use of humour in response to these events, consistent with its use as a general coping mechanism. However, it is unclear here whether humour helped in the resolution process or was an indirect mechanism of rumination which then led to resolution of vulnerable feelings. However, it is clearly a response to such feelings of vulnerability *"Sure you have to find the funny side of things... but I wouldn't let them see that I was feeling weird about it* [a critical event] *either, I'd rather make a joke and then go away and deal with it myself... You don't want it to get out that you're weak"* (Kathryn). This response also highlights the pervasively negative side of the police culture, in that seeking help to deal with emotions is looked upon as a weakness, and is consistent with the machismo often regarded as characteristic of professions such as policing.

Officers also indicated that these events, and the way they responded to them had an impact on the way they responded to such events in the future. However, it appears that this was not just for Critical Incident's but also generally in the course of their day to day activities. The notion of restraint appears to be an important component in this monitoring process which is not evident in general coping. Restraint refers to

officers reporting of holding oneself back, of trying to work out the appropriate course of action for dealing with their emotions rather than acting upon them and seeking some form of help or assistance. For example Chad stated *"there's a lot of ways you can block it out* [the memory of the event] *eventually you're just not thinking about it anymore... but yeah, that threat is always there in the back of your mind, but you've just got to keep it there, you cant let it rule your life, you do that and you're no good as a cop anymore"*. The concept of restraint closely mirrors that of repression, and like disengagement, is not positive in the long term. This is another concept which requires further investigation in order to ascertain its role in the long term coping profile across the careers of police officers. It should be noted that the figure below represents the resolution process as outlined by the officers who participated in the current study after at least 2 years involvement in the profession. It is therefore conceivable that as these officers may not have been exposed to a high number of critical incidents, their responses in this context may not be representative of the typical police officer population. The officers interviewed all reported positive resolution of these experiences, and this is reflected in the current model. However, negative outcomes are also likely in the long term, particularly if disengagement and restraint usage becomes adverse.

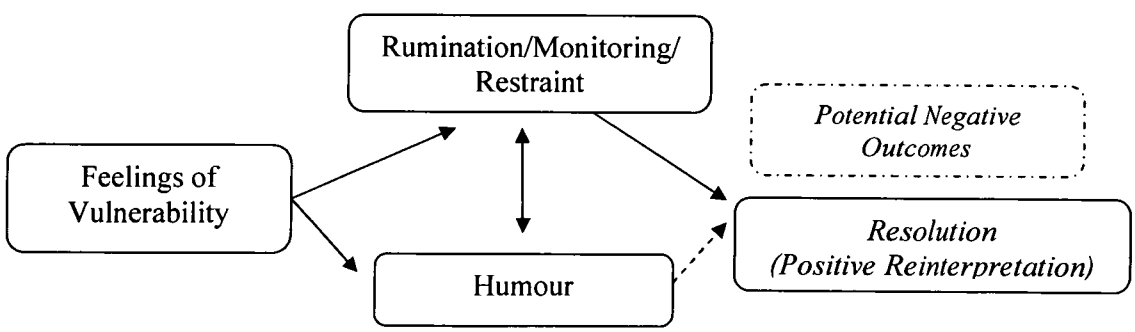

Figure 27. The process of resolution evident after exposure to a critical incident. Note broken line indicates possible relationship, and broken oblong indicates potential development of long term negative consequences.

10.3.3.3 Personal Change. All officers identified some degree of change within themselves over the course of the previous three years as they moved from civilians to operational police officers. The most profound change identified by all officers was that they now identified themselves as police officers, and this formed an integral aspect of their own sense identity. *"The biggest change I see in myself is that I'm a cop now, so I'm always on duty, I'm always on guard and I'm always looking out for things... It can be problematic because it's not the sort of job you can walk away from and leave at work, and sometimes, you do just have to hold your tongue and let things go"* (Frank). Alongside this identity shift, officers identified four major aspects of change since they had joined the profession, and these are outlined in Table 59.

As the table shows, officers identified a number of changes, some of which can be seen as positive, others appear to be more negative in nature, and some do not simply fit either a positive or negative profile, but could be regarded as either or both. For example, officer reported that their confidence as police officers had increased which on the surface appears to be positive and was certainly conceptualised as such by the officers. However, as Ian points out, he now has the confidence to stand up for himself both within and outside of the job. While this might not be overly problematic, it is possible that this heightened confidence can come across as arrogance in a police role, and as harshness in, for example, a family context. Similarly, while most officers felt that their humour had become much darker, and that this was simply a way of dealing with events, and that was a necessary component of being a cop, many also acknowledged that 'other people' didn't understand the dark humour and thus they had to be careful who they said certain things around. For example Chad said *'I certainly wouldn't go home and tell my wife some of the things we come up with at work, she just wouldn't get it, wouldn't understand".*

Table 59.

Sub-themes of Personal Change identified by Officers as occurring as a result of their being a Police Officer.

Change aspect	Description and Quoted Example (in italics).

People Skills

Ability to deal with people in many situations and knowing that people are unpredictable, having a store of skills to draw upon in tricky situations.

> *"I've leant a lot about people... don't judge people, take things as they come and that each situation is different and people will react differently to different circumstances"* (Rachel).

Cynicism

Recognition that policing has resulted in a higher degree of cynicism towards people in general and towards certain sections of society.

> *"... see the world in a more negative light. Before* [becoming a Police Officer] *you don't realise how many people there are living a different lifestyle, and they're the people we deal with all the time, you just don't realise how many of those people are around"* (Eric).
>
> *"You do start to think that Tassie is a worse place than it is because you're seeing the bad side all the time"* (Ian).

Confidence

Heightened confidence in their role as police officers, but also as an individual.

> *"Eventually it all clicks and you suddenly realise you know what you're doing. That comes with experience, they cant teach it to you at the academy"* (Brad).
>
> *"I had to learn to handle the responsibility pretty quickly... it made me grow up fast... I wasn't overly confident at first, but now I'll stand up for myself and in and out of work a lot of people have noticed the change"* (Ian).

Factuality

Approach to things tends to be more fact based. Things are often seen as black and white rather than varying degrees of right and wrong – either you break the law or you don't.

> *"... and start to think about things based on facts, so it becomes very cut and dry, a lot of things become black and white, and that's just the way it is"* (Roger).
>
> *"I've changed in relation to how I deal with people, I'm less tolerant in some situations and I work through the facts and those, the facts, what you can see, the evidence, sometimes that's all that matters"* (Adam).

Humour

Move to a darker sense of humour which is not necessarily acknowledged as a way of coping, but in response to 'horrible and gruesome' situations.

> *"My sense of humour is darker now, probably because I've got more ammunition! But you have to reign it in sometimes, you need to be conscious of your audience..."* (Brad).
>
> *"It* [use of humour] *lights the mood, takes the tension away..."* (Rebecca).
>
> *"You pretty much have to laugh at the stupid things people say and do...it's a bit warped really, but at the end of the day you've gotta laugh, you cant take it all to heart"* (Frank).

10.3.4 Summary.

The interview at this phase of the project provided many insights into the adjustment process and in particular, as a recurrent theme of this thesis, offered much evidence to implicate the role of the socialisation and acculturation processes in defining how officers saw their job role and how they responded to daily and acute events. This phase of the study also provides additional evidence to suggest that the job satisfaction and organisational commitment of officers is impacted by daily events and frustrations rather than the nature of critical events. Further, while this chapter suggests a level of vulnerability experienced in response to such critical events, officers provided little evidence to suggest that these feelings were ongoing, which is consistent with quantitative findings to the follow-up phase. However, this may have been due to a social desirability bias rather than their experiences actually being positively resolved. This will be discussed further in chapter 11 when limitations of the thesis are identified.

SECTION FOUR

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The final section of this thesis explores the major research findings as discussed throughout sections two and three and examines the implications of this data for the police organisation. The six major questions addressed in the thesis are examined in turn and their importance in the adjustment process is explored. The final chapter contains a section on the limitations of the overall study, as well as examining questions to be asked in future studies. The thesis provides important insights into the ways in which stressful and potentially traumatising events are experienced by police officers, and provides support for the importance of acknowledging the impact of organisational variables on officer adjustment.

CHAPTER ELEVEN

FACTORS INFLUENCING ADJUSTMENT IN NEW POLICE RECRUITS

GENERAL DISCUSSION

This thesis has presented the findings of an examination of the factors which influence adjustment to the police profession and the role of police officer. In doing so, the investigation has attempted to take an holistic approach and focussed on acknowledging the impact of both individual and organisational factors in this process, and how these factors interact over time to influence adjustment and psychological health outcomes. Accordingly, the thesis has examined officer's responses to both acute and chronic stressors, and identified that such responses are moulded and facilitated to a high degree by socialisation into the police organisational culture that provides a significant input into how experiences are defined and interpreted. Furthermore, the investigation has implicated a range of personal and organisational influences in determining job satisfaction and positive adjustment for new police officers. While the thesis has explored a broad range of issues, there are a number of findings that are pertinent when considering the adjustment of these police officers to their new role within law enforcement. A summary of the major findings of the thesis is presented below, followed by a discussion of these in relation to the major questions asked throughout the investigation regarding individual and organisational influences implicated in the adjustment process.

The thesis has examined questions regarding:

1. The existence of a unique police personality in a context where officers are not employed following personality profiling;
2. The patterns of individual change in stress perceptions, and coping responses as officers' move from civilian to police officer;

3. The ways in which acute critical incident events are conceptualised by police officers, and the impact of traumatic exposure prior to academy entry on future responses to stressful and potentially traumatising events;
4. Officer's perceptions of the effectiveness of training as a prepatory tool for operational policing;
5. The occupational experiences implicated in officers' job satisfaction, and the necessary separation and acknowledgement of positive and negative experiences;
6. How officers are socialised into the police profession and the factors implicated in affecting adjustment to policing.

11.1 The Police Personality.

As discussed in Chapters 2 and 5, there is an argument that those individuals attracted to professions such as policing possess a unique personality style, characterised by empathy, performance and dedication (Mitchell, 1983). It is upon this tenet that critical incident stress debriefing was put forward as an appropriate means to address critical incident stress in policing and other emergency work. However, while the efficacy of debriefing continues to be questioned, the fundamental assumption underlying it is that emergency workers are an homogenous group of individuals and therefore can all be treated effectively in the same manner (Mitchell, 1983; Wagner, 1995). However, researchers such as Gist and Woodall (2000) and Wagner (2005) argue that there is no evidence available in the literature to support this notion of personality homogeneity either between emergency service professions, or indeed within the individuals who make up each of the respective services themselves.

As reported in Chapter 5, police recruits showed a similar personality profile to the US Adult normative data, with the exception of their demonstrating higher levels of extraversion. These findings are similar to those of Thompson and Solomon (1991)

who observed a trend towards heightened extraversion in UK body recovery officers and suggested that these elevated levels had the potential to mitigate harm from the exposures to stress and trauma characteristic of the occupation. However, it was suggested that these higher levels of extraversion were likely an artefact of cultural differences in personality between the USA and Australia (McCrae & Terracciano, et al. 2005). Thus, while it is possible the police officers who participated in this study reported higher levels of extraversion than would be apparent in the general population, the lack of available Australian normative data for the NEO-FFI to make a culturally relevant comparison negates the ability to make such a claim. Furthermore, given the heightened levels of extraversion found in the Australian population compared to the US population, using the more lengthy NEO-PI-R, it is feasible to suggest that there are no differences between the officers examined here and the general Australian population. As such, this study provides no evidence to suggest the existence of a unique police personality profile.

11.2 Changes in Stress and Coping.

The results indicated that stress decreased across the course of study, and that officers consistently reported higher levels of stress from performance difficulties when compared to somatic and general distress complaints. This result was supported by the qualitative data reported in interview 1 (see Chapter 7) in which officers indicated that they experienced high levels of evaluative pressure whilst at the police academy. Further, officers indicated that while their stress decreased upon the completion of training, they continued to feel some evaluative pressure, primarily due to their probationary status.

It was concluded that the overall decrease in stress was a result of officers feeling increasingly comfortable with their job role, and therefore experiencing less role ambiguity (Kenny, 2000; Stevens, 2005). This is consistent with the adjustment process

characteristic of any new workplace (Nelson, 1987). Nelson argues that it takes a period of approximately 9 months to settle into a new occupational role. Stress in this study was re-measured after around 9-10 months of organisational involvement, and again after 12 months which captures the transition of constables from trainees to operational officers, and then their adjustment to their operational role. However, despite the decreases in stress, it was suggested that due to the changing nature of the police role (Silva, 2005), the visibility of the profession, and the emphasis in the organisation on efficiency and productivity (Fielding, 2000), officers may continue to report higher levels of performance difficulties than other forms of stress throughout their careers.

In addition to higher levels of performance difficulties, a gender difference in stress experiences was found, with females consistently reporting higher levels of general distress than males. The argument that these higher levels of general distress are reflective of higher trait neuroticism for females was first presented in Chapter 5. These differences in trait levels of neuroticism have been found to be reflective of differences in emotional expression for males and females (Costa et al. 2001; Lynn & Martin, 1997). Given that the females who participated in this study showed higher levels of neuroticism compared to males, it follows that they would show differences in stress experiences and other aspects of emotional expression, consistent with the general population.

The overall study also illustrated that officers experienced a decrease in the usage of the majority of coping strategies examined across the study. While the pattern of change was slightly different for each individual strategy, the only strategy which showed any increase at the follow-up phase was Acceptance. It was argued that this increase may be reflective of increased operational exposure and officers' appraisal of such events as challenges rather than threats, thereby coping strategies were not evoked.

In an operational context, while an emotionally based strategy, acceptance would be considered adaptive in response to an event in which the officer perceived they had little control (Carver et al. 1999). Officers being selected into the profession on the basis of their locus of control (see Chapters 2 and 5) may also have influenced the high use of this strategy (Kaczamarek & Packer, 1997).

The non-significant interaction between gender and study phase for coping indicated that there was no systematic effect of study phase on gender differences in coping and as such, there were no major differences apparent in the coping profiles for each gender, although there were some significant differences in the reported use of individual strategies. Both genders reported using strategies such as Positive Reinterpretation, Acceptance, Planning and Social Support to a greater extent than other strategies. The main differences were apparent between the specific strategies reportedly used most and in the way each gender used social support as a coping mechanism. Thus, it was concluded that there were no major differences in the use of contextually adaptive strategies for each gender, but rather in which specific strategy they chose to engage in. For example, both genders reported using social support as a coping mechanism, however males looked for instrumental support, whilst females looked for someone with which to discuss their problems (emotional social support). Similarly, while females showed higher use of emotion focussed social strategies than males, both reported using emotion focussed mechanisms such as Positive Reinterpretation and Acceptance to a higher degree than most other strategies.

This finding represents a point of conflict with Hart and Coopers (2001) conceptualisation of organisational health. According to their model, individuals who engage in higher levels of emotion focussed coping (e.g., focus on and venting of emotions; emotional social support) experience more negative work experiences and higher levels of distress, which does not appear to be the case for these officers taken as

a whole. However, when the higher trait levels of neuroticism are considered, this pathway does appear to hold up to a certain extent for females officers. Thus, the distinction appears to be not the use of emotion focussed strategies per se, but differences in the use of socially based coping mechanisms (i.e., emotional social support versus instrumental social support). Indeed Bellman, Forster, Still & Cooper (2003) indicated that men and women showed differential patterns of social support use in response to occupational stress, and that despite the differences, social support use moderated job satisfaction for both genders in a similar way. In addition, Bellman et al reported that social support for males influenced organisational commitment, but did not do so for females. This is important as it suggests that use of social support, and therefore any interventions targeting its use, will have different organisational outcomes for males and females.

In an occupational setting, the role of context is important as it can define the types of strategies an individual will use, and is more important in determining well-being than the tasks undertaken (Bellman et al. 2003; Carver et al. 1999; Hart et al. 1995a, 1995b; Roberts & Hogan, 2002). Officers continued to report the use of high levels of positive reinterpretation and acceptance to cope with the demands of the profession throughout each phase of the investigation and explicitly identified both strategies in interviews. Moreover, when context is considered, officers reported a high use of coping strategies that would be considered to be adaptive (Carver et al. 1999). Similarly, while the reported use of coping decreased over the course of the study, this is likely a result of the corresponding decrease officers reported in their perceptions of threat to well-being and hence, levels of stress.

Alongside this contextually adaptive use of emotion focussed strategies such as Acceptance, officers also indicated using instrumental and emotional social support in response to these on the job experiences in the qualitative phases of the study. Officers

indicated that they would be more likely to talk about incidents with other officers, and that this was facilitated by the 'alcohol debrief', it appears such ways of coping are implicit in the socialisation of these officers (Obst, Davey & Sheehan, 2001) and in the transmission of organisational culture (Chan, 1999; 2001).

While the use of alcohol as a coping mechanism did not register in the quantitative data at any study phase, given the results of the qualitative phases, this may be due to officers' failure to conceptualise this as a coping mechanism, thereby not reporting it as a response that they consciously used to cope with on the job events. This is consistent with the findings of Obst, Davey and Sheehan (2001) who argued that socialisation into policing involved joining a drinking culture, where alcohol was used as a means of coping with the demands of the job, and in which those who chose not to partake experienced a degree of ostracism. This appears in stark contrast with the notion of solidarity and camaraderie espoused by the officers as defining their jobs, but is consistent with the comments of some constables *"I don't go and drink with them very often, and they don't even ask me anymore... at first I got jeered at and they'd hassle me and try to pressure me into it... I figured I didn't need to fit in that much, but I'm definitely the minority"* (Anabelle). The experiences of these officers also provides some insights into the rigidity of the police culture, in that individuals can't negotiate their own place in the hierarchy, and can't negotiate what their actions and response to situations should be. These tend to be defined, enforced and ingrained in the police service and are not overly amenable to change or to differences. That is, if an officer doesn't 'fit the mould' then they're more likely to have pressure placed upon them to conform (see Chan, 2001).

11.3 Prior Trauma Exposure and Conceptualising Critical Incident Events

The results reported in Chapter 5 indicated that the officers who participated in this study had a high lifetime prevalence of traumatic exposure prior to joining the

police force (84%), although this was substantially reduced when the DSM-IV-TR (APA, 2000) definition was applied to self-reported responses to that event. Stephens, et al. (1999) argued that policing attracts individuals who have experienced traumatic events, and postulated that such exposure may increase the vulnerability of new police officers to respond in a negative way to the potentially traumatic events they encounter in an operational policing context. This study provides some evidence of the former argument, in that according to the TSS a higher proportion of officers reported a lifetime trauma compared to lifetime prevalence data in the general population (69%, Norris, 1992). However, it must be acknowledged that the findings of this study questioned the validity of the TSS as an accurate tool for estimating traumatic exposure, and that upon application of DSM-IV-TR criteria to self-reported event response, the actual percentage of officers who had experienced a traumatic event was 58% (n= 92).

In regard to the second argument forwarded by Stephens, et al. (1999) and in contrast to traditional theorising about stress and trauma, this study provides little evidence that the experience of a life time trauma predisposes individual's to develop psychopathologies when exposed to potentially traumatising events in an operational policing environment. In fact, there is some evidence to suggest that the experience of a prior trauma facilitates the appraisal of future exposure to potentially traumatising events as challenging, rather than threatening (e.g., Janoff-Bulman, 1999; Tedeschi & Calhoun, 2004). Arguably, officers with this experience have the capacity to effectively mobilise their current coping resources to deal with the event in a positive way, and tend to do so more effectively than those individuals who have not had such an experience.

Chapter 5 reported a positive association between scores on the PTGI and scores on the IES-R for officers who had experienced a lifetime trauma, which was expected based on the findings of previous research. However, this relationship was not apparent for officer's who indicated involvement in a potentially traumatising

operational event at the follow-up phase. It was argued that this was a result of the event not reaching the threshold at which it could be considered traumatic, and thereby not resulting in a heightened aversive response, as would be indicated by heightened scores on the IES-R. Although, it must be noted that officers at the follow-up time point were still in a very early career stage and most had not been involved in a major operational event that resulted in their assumptions being challenged, questioned or shattered.

Evidence for the validity of the IES-R and PTGI as measurements of trauma response was found at the baseline phase, as they appeared to be distinguishing between those individuals who had experienced a traumatic event, and those who had not (i.e. there were significant differences). This point is important considering the findings of the follow-up phase, reported in Chapter 8, where there were no differences on scores on the IES-R, but higher scores on the PTGI for individuals having been exposed to a potentially traumatising event on the job compared to those who had not. Similarly, there were no significant associations between the IES-R and PTGI for the group exposed to these events. This suggests that while some of the events that were experienced may have met the DSM-IV-TR (APA, 2000) definition of a traumatic event, ultimately, they were not perceived or responded to in this way. That is, while the officers would have likely experienced a degree of distress upon their involvement in these events, this response was not prolonged, and likely appraised as challenging, and negative events reinterpreted by officers soon after the fact. This is consistent with the contention of Janoff-Bulman (1999), who argued that individuals exposed to trauma who experience growth approach subsequent traumatic events with less anxiety. This suggestion also goes some way to explaining the unexpected lack of a correlation between scores on the IES-R and the PTGI. Given that officers did not ultimately

appraise these events as traumatic, and did not register heightened levels of post-trauma symptomatology, there would be no correlation between the two scales.

Further exploration of the data supported this contention. The results suggest that the experience of a lifetime trauma prior to joining the police is a defining feature of the way in which officers respond to future on the job traumatic events, and that prior exposure may actually facilitate the development of adaptive responses to future trauma. The finding that there were no differences between the group who had experienced a trauma prior to policing and the group who reported a trauma both prior to entry and at the follow-up phase, provides some tentative insights into the role of pre-employment traumatic experiences on operational posttraumatic growth. In particular, it suggests that the experience of a traumatic event in a work context does not facilitate greater adaptation, however, the experience of an event prior to entry does. This finding is consistent with those of Shakespeare-Finch et al. (2003) who found that personal experiences of trauma for ambulance officers produced higher PTG than work related traumatic experiences, and Chapter 8 reported collated evidence supporting this notion.

Further evidence of this contention can be found when considering that there were also no differences between the groups who had not experienced a lifetime trauma, and that PTG scores for the two groups who had experienced a lifetime trauma tended to be higher than scores for the former groups. These results would suggest the development of resilience or adaptive capacity in those officers who have been able to successfully resolve the shattered assumptions and experience resulting from their traumatic exposure prior to joining the police. That is, while they still experience stressful and potentially traumatising events as negative, they have developed the capacity to 'bounce back' to their prior level of equilibrium, and to impose more positive meaning on their challenging experience. This contention was supported by the data from both interviews at 2 months post-training, and 2 years post-training (Chapters

7 & 10 respectively), and from post-training COPE data (Chapter 5) in which officers identified positive reinterpretation as a mechanism they used to cope with adverse events on the job and in their personal lives.

The data presented in Chapter 8 also presents evidence supporting a pattern of differences in PTG between those individuals who directly experience a traumatic event, and those who experience an event vicariously, and is somewhat consistent with Figley's (1999) theorising about compassion fatigue in police and other emergency service workers. This is an important finding, as it suggests a need to distinguish between individuals who experienced a traumatic event personally, and those who experienced trauma vicariously. Further, the finding within this police population is consistent with that reported by Shakespeare-Finch (2003) in seasoned ambulance officers, and suggests there are subtle but substantial differences between personal exposure and vicarious exposure to such events, with personal exposures resulting in higher growth outcomes (see Chapter 8 for further discussion).

While additional work is required to examine these issues in more detail, these findings suggest that when assessing posttraumatic growth that is to be attributed to officers' traumatic or critical incident experiences, it is important to ascertain how officers perceived these events. That is, whether in fact they are seen as trauma or crisis events, are appraised as challenges from which the officer can learn and therefore grow as a consequence; or are seen merely as components of the job.

Despite the methodological issues identified with the study procedures, and the measurement instruments used (see Chapter 8 and Section 11.6 below), the findings do provide some evidence that the experience of a prior traumatic event can facilitate positive responses to adverse events in the future. Both groups who had experienced a prior trauma experience showed higher PTG scores than those groups who had not, yet there were no differences in reported levels of negative trauma reactions on the IES-R,

or on reported levels of stress. This suggests that while negative experiences were similar for all officers, those who had experienced a prior lifetime trauma returned to an already higher state of positive equilibrium as a result of this prior exposure having been a 'growth' experience, which potentially increased their capacity to render challenging events meaningful.

11.4 Training as Effective Preparation

The majority of evidence of the effectiveness of training came from the perceptions of officers themselves and yielded somewhat paradoxical conceptualisations of this experience. That is, most officers reported that they thought the training had prepared them 'as best it could', however each officer clearly identified and exemplified things they saw as being deficient in the training process, and reported that it was not an experience they wished to repeat. These perceived deficiencies were quite broad and ranged from the generation of paperwork to procedural inconsistencies on the job. As discussed in Chapter 7, officers perceptions of their training was encompassed under the broader category of socialisation, and was accompanied by descriptions of the transition from training to operational duties. Training was seen as an overt socialisation tool, designed to indoctrinate trainees into the stratified hierarchy of the police organisation. Most officers expressed that there were many aspects of the training process that were not positive, and these experiences were mostly to do with the academic requirements and authoritarian atmosphere that pervaded their training experiences.

It was concluded that the manifest themes identified indicated a fundamental paradox in what is trying to be achieved at the police academy, because it appears that the goals of an academic environment don't necessarily map with those of a paramilitary environment and the police socialisation process. For example, the goals of the police academy curriculum, "to produce independent officers who can rely on their instincts and initiative" (Tasmania Police, 2006), appears inconsistent with the

authoritarian nature of the police academy (and perhaps more poignantly, the police organisational culture). This resulted, to some extent, in the perception of mixed messages being sent regarding expectations and behaviour, and initiated feelings of stress and impersonalisation amongst the trainees. Importantly, this notion was supported by the findings of the quantitative phases, with officers consistently reporting higher levels of evaluative pressures than other forms of stress.

Despite identifying some deficiencies in the training received, officers also acknowledged that all aspects of the training they received were important, and that one aspect could not be dispensed to accommodate more training on another. Chapter 7 highlighted the inference that officers wanted to protect the integrity of the training process, and acknowledge its value, but still had 'issues' with things that they weren't told or were not taught that would have helped them when they hit the ground as operational officers. There also appeared to be a degree of the officers assuring themselves that the process had been a worthwhile one. For example, feelings that they hit the ground knowing nothing, but then having to resolve those feelings of inadequacy and being overwhelmed points to a form of cognitive dissonance. That is officers saw training as a necessary component of their becoming a police officer and thus wanted to believe in the inherent value of the training in providing them with the skills they required operationally.

Given that training was seen as such a negative experience by most officers, their feelings of not being adequately equipped upon commencement of operations needed to be reconciled in some way. According to Festinger (1957), if an action has been completed and cannot be undone after the fact dissonance compels us to change our beliefs. The more important the decision/action, the more dissonance an individual feels.

The process of socialisation and training in policing is aimed at embedding collective cultural attitudes, values and beliefs into it's officers (Chan, 2001), therefore it is hardly surprising that officers experience a level of dissonance with respect to their training (Neighbour, 1992). Atherton (1995) cites examples of military training programs and even graduate degree programs that rely on the experience of cognitive dissonance in order to promote their program's quality. He argues that the more difficult a course or program is, and the higher the entry requirements, the more likely individuals are to equate difficulty with quality, regardless of the actual quality of the program. This then sets up expectations for the skills and knowledge having completed the program should have provided.

In order to overcome these feelings of dissonance, the officers reportedly looked for explanations outside of themselves, which, potentially, may have been influenced by the emphasis of locus of control in selection procedures (Kaczamarek & Packer, 1997). Locating cause external to themselves means they can ascribe their feelings of not being in control to an outside source by looking at the training they had received and identifying what they didn't know and matching that with what they believed they hadn't been taught well.

11.5 Occupational Experiences

Chapter 9 examined the changes in both individual and organisational factors over the course of the study. Changes in stress and coping have already been discussed, and this section highlights some of the major findings regarding changes in perceptions of daily hassles and uplifts, organisational climate and job satisfaction between the post-training and follow-up phases.

11.5.1 Daily Work Experiences.

Chapter 9 reported changes in the daily hassles and uplifts experienced by officers. Both operational and organisational uplifts showed changes between the post-

training and follow-up phases, and that there were no differences in the experience of uplifts for each gender. For organisational uplifts, a decrease was apparent for uplifts generated from experiences with co-workers, and from amenities. Increases in uplifts were apparent for promotions and workload. For operational experiences, uplifts as a result of interaction with victims and offenders both increased.

Similarly, there were changes apparent in the experience of occupational hassles between the two study phases, and an interaction between study phase and gender for both operational and organisational factors indicated significantly different patterns of experience for males and females. Specifically, females experienced significant increases in daily hassles to the follow-up phase in all aspects except for promotions. While males showed increases in some hassles dimensions (e.g., co-workers, victims, driving), the increase for females was much more substantial and across both operational and organisational aspects of the work experience. The findings for occupational experiences indicate two things, (i) a markedly different experience for females over the first 12 months of operational duties compared to males; (ii) that positive and negative emotions/perceptions/experiences can co-occur.

The increase in hassles for females did not result in a pervasive decrease in uplifts, and is unlikely to be responsible for the apparent decrease in job satisfaction as males experienced this decrease too, without showing anywhere near the extent of increased hassles as females. There was no significant relationship between hassles and uplifts at the follow-up phase, although this may have been masked by the differences in female experience. Despite this, the lack of a correlation, positive or negative, strengthens the argument for independence rather than weakening it, as it provides evidence that the two constructs are indeed conceptually distinct.

Previous studies utilising the Police Daily Hassles and Uplifts Scale to measure daily experiences with Australian Police (e.g., K.J. Burke & Paton, 2006a, 2006b; Hart

et al. 1993, 1995) have shown similar results, and suggest that the level of negative experiences reported by police officers is unable to provide much insight into their level of positive experiences in a working context. Positive work experiences increase well-being, but have little effect on psychological distress, whereas negative experiences increase psychological distress, but have little effect on well-being. The implication of this is that both need to be managed independently, thus stress management programs must focus on limiting negativity as well as promoting positivity (Kompier et al. 2000).

11.5.2 Organisational Climate and Job Satisfaction.

The results indicated that perceptions of organisational climate and overall job satisfaction decreased significantly over the course of the investigation, and that this pattern was the same for both males and females. Thus, while there were gender differences in hassles, or negative work experiences, this does not appear to have translated into a decrease in satisfaction at work, as males and females would be expected to show differences in job satisfaction if this were the case. The decreases in both climate perceptions and job satisfaction are consistent with the expectations of Hart and Cooper's (2001) model which indicates a positive association between climate and job satisfaction, it would be expected that a decrease in one would result in a decrease in the other. However, while Hart and Cooper propose causality on the part of climate, such assertions cannot be reached due to the sample size in the final phase of this study.

11.5.3 Gender Differences.

While there were no differences by gender in the organisational level variables of climate and satisfaction, there was a markedly different pattern of negative work experiences for females compared to males. A number of possibilities for this disparity were discussed including adaptation difficulties for women due to the masculine nature of the police profession, gender differences in ways of responding to events, the greater

willingness of females to disclose their problems, and researcher bias (as a direct result of the researcher being female).

As discussed, the observed pattern of response for females is consistent with the proposition of Hart and Cooper (2001). Higher use of emotion based strategies to cope with adverse events will lead to higher reports of negative experiences and thus higher levels of distress. However, given that stress is affective (e.g., Hart & Cooper, 2001; Watson, 1998), and satisfaction cognitive (e.g., Agho et al. 1992; Brief & Robertson, 1989; Parot & Diener, 1993), this pattern of occurrences was not reflected in a decrease in job satisfaction. Furthermore, while females reported higher levels of general distress than males, this pattern was consistent across the study, rather than being an artefact of their experience of daily hassles. In this sense, it is also important to acknowledge that the higher levels of hassles experienced by female officers is not translated into lowered perceptions of the value of the organisation, or indeed in reports of positive occupational experiences (uplifts).

11.6 Adjustment and Socialisation.

According to Chan (1999, 2003) the development of cynicism and perceptions of isolation, solidarity and machismo are indicators of successful socialisation into the police organisational culture. The qualitative phases of this investigation (Chapters 7 & 10) provided a number of insights into the adjustment process at the early career stage of these police officers and offered substantial evidence indicating the importance of the socialisation process in determining officers' perceptions of their occupational roles, and their responses to both operational and organisational experiences and events. With the exception of machismo, chapter 10 presented evidence that the transmission of organisational culture to these officers had been successful. For example, both cynicism and perceptions of isolation were apparent in officer's descriptions of how they had changed over the course of their careers to date. This may be problematic as cynicism

and isolation have been identified as increasing the possibility of inappropriate conduct (Chan, 1996; Skolnick, 1966; Wood, 1997) amongst police. Reiner (1992) talks about the strength of police culture being based on a foundation that police work is a mission - it is "a worthwhile enterprise, not just another job" (p. 122) and therefore anything done in pursuit of this mission is serving a greater cause.

Further evidence of the success of socialisation is the emphasis officers placed on camaraderie. This was evident from the post-training phase, where uplifts from co-workers was identified as a defining aspect of positive work experiences to the final interview after 30 months of organisational involvement where camaraderie was described as one of the reason officers stayed in the job. This level of mateship, while facilitating use of maladaptive coping in the long term, appears one of the only positive aspects of police culture and may act as a protective factor against negative consequences of occupational stress as it allows officers to act with a sense of solidarity and belonging.

Furthermore, while machismo was not identified as problematic for either male or female officers in the final interview, the remarkably different pattern of negative work experiences over the course of the first 12 months of operational duties for females is suggestive of its occurrence. This may be the sole piece of evidence in this investigation that directly alludes to the stereotypical masculinity of the police profession. There were no gender differences in job satisfaction, perceptions of organisational climate, uplifts, and overall stress. Therefore, it is possible that the difference in hassles is a reflection of inaccurate reporting (social desirability) by males due to them not wanting to be seen as vulnerable. There was evidence that both male and female officers did not want to conceptualise their responses to on the job events as 'coping' in the first interview (Chapter 7), but no evidence at that point, or during the

follow-up interview that officers had experienced different types or frequencies of negative events by virtue of their gender.

While a level of vulnerability in response to critical incidents was identified in the final phase of the investigation, there was evidence that suggested that job satisfaction and organisational commitment were substantially influenced by daily events and frustrations, which take place in an overarching context of the climate or culture of the police organisation. This contention is consistent with previous studies of police well-being (e.g., K.J. Burke & Paton, 2006b; Hart, et al. 1995; Kohan & Mazmanian, 2003) and police socialisation (Chan 1999; 2003). Furthermore, the match between officers' expectations of their jobs, and how this translated into reality was implicated in determining satisfaction throughout the careers of these officers, and appears consistent with some aspects of the concept of person-environment fit. Expectations were the driver behind officers' feelings of fit or misfit with the goals and aims of the overall police organisation, and these expectations appear to drive their perceptions of role clarity or ambiguity. This was clearly apparent post-training, and after 2 years of operational experience, although the latter time point comprised a much more diverse range of influences drawn from the team and organisational levels, particularly the notion of camaraderie. Despite this, officers appear to be responding in relatively homogenous and predictable ways, consistent with the apparent success of their socialisation to policing (Chan, 1999, 2003; Richardsen, R.J. Burke & Martinussen, 2006).

These findings reiterate the salient role played by the police organisation in determining the satisfaction and adjustment of police officers, and the influence it has on how positive and negative experiences are defined, and the 'appropriate' way to reconcile such experiences. Pollock, et al. (2003a, 2003b) argue that the training and development strategies; and the culture or climate of an organisation represents a means

for facilitating capabilities to impose and promote coherence and meaning for atypical, adverse experiences. This contention is certainly supported by the findings of the current investigation. One of the reasons the police organisation has such a powerful influence over its officers is that it is the organisation itself that provides the context within which personnel interpret their experiences and attempt to impose coherence upon them (Gist & Woodall, 2000, Pennebaker, 2000, Pollock et al. 2003a). Those in the management arm of the police organisation have the power to adapt and change intervention and prevention strategies in order to best meet the needs of their employees. However, the actions of the organisation, and thus the guidelines and procedures set forth, must be compatible with employee's expectations of the demands of their position.

A match between policy and procedure promotes organisational coherence which allows the actions of employees to be grounded in "certainty of purpose, identity, context and future" (Dunning, 2003, p. 127). That is, coherence enables the organisation to be held together because all employees have clear, precise, coherent expectations of the structure, processes and culture of the organisation. Coherence is a necessary component of policing as officers must be empowered with the knowledge and belief that that their actions can provide a substantial benefit in the situations they encounter operationally. Indeed, this notion of helping people is one of the major reasons officers indicated they wished to join the profession (see chapter 7).

The acknowledgment of the strength of organisational influences, highlights the necessity for, and the feasibility of, interventions prior to exposure. This can be facilitated, at the organisational level, through selection, training and organisational development, rather than waiting until after exposure to the event (Paton, Smith et al. 2000), and indeed one of the reasons officers are selected into this police organisation on the basis of their locus of control (see Chapter 4). Furthermore, Pollock et al.

(2003a, 2003b) contend that the organisational characteristics and practices that are a requirement of sustaining and promoting resilience can be achieved through organisational design and the refinement of management development strategies. The goal of these must be to create practices, procedures and a culture that minimises and reduces the potential for adverse consequences and maximises the potential for adaptation and post traumatic growth.

11.7 Implications

There are a number of implications of the findings of this study, and taken together the results indicate that the process of adjustment to the police profession is complex and multi-faceted. That is, positive adjustment is driven by interacting aspects of individual differences and organisational experiences. According to Nelson (1987), beginning a new job is one of the most stressful transactions in an individual's life. It appears such an observation can be equally applied to policing. However, the police socialisation process and organisational culture present a unique set of factors which influence adjustment and officer well-being. Thus policing brings with it unique implications for employee adjustment.

11.7.1 Stress, Isolation and Camaraderie

The consistent reports of stress emanating from evaluative pressure were inconsistent with the expectations officers had prior to their successful recruitment into the profession. Thus, the visibility and hierarchical accountability characteristic of policing may result in this higher level of evaluative stress being present throughout the officer's career. This is potentially problematic as these factors were identified as sources of frustration in both interviews, and are implicated in feelings of impersonalisation. Chan (2003) argues that the development of feelings of isolation is an implicit marker of successful acculturation to policing, and that it acts as a protective factor for officers. However, in the long-term isolation has the potential to lead to

increased cynicism (another marker of acculturation which was already identified by some officers), absenteeism and employee turnover (Liao et al. 2001; Regher, Goldberg, Clarey & Knott, 2002; Skolnick, 1966). This indicates the importance of the concept of camaraderie as a protective mechanism against the negative implications of isolation. If officers feel isolated from the rest of the world, this may be replaced to some extent by the mateship they experience with other officers. Indeed Zhao et al. (2002) argue that both individuals and the organisations they work for possess implicit resilience factors that serve to protect their employees. It appears that the mateship and camaraderie may be such a factor for police.

11.7.2 Coping and the 'Alcohol Debrief'.

In all phases of the study, both quantitative and qualitative, officers identified that they consciously used contextually adaptive coping mechanisms (Carver et al. 1999), such as acceptance and positive reinterpretation to a greater extent then maladaptive strategies, such as disengagement or drinking alcohol. However, while officers appear to be implicitly using adaptive mechanisms, it is not clear whether these strategies have been taught to the officers, or whether as individuals these officers are implicitly more likely to use such strategies. Baseline measures would suggest that the latter is the case, however it is also possible that officers were providing anticipatory responses at the baseline phase rather than reporting the regularity with which they actually used such strategies to cope with stressful experiences. If this is the case, it may be reflective of the speed at which acculturation in such a profession takes place.

The qualitative data provided somewhat inconsistent results regarding the use of alcohol as a mechanism for coping with the demands of the job. As discussed previously, it appears officers may have been using alcohol to cope, but were reconceptualising in a way in which it became acceptable for them to do so, and did not require the admittance of feelings of vulnerability. Obst et al. (2001) indicated that

joining the police profession meant joining a drinking culture. They argued that an outcome of socialisation into the police culture was an increased reliance on alcohol to deal with the stress and frustrations of the profession. It appears that the qualitative results of the current investigation are consistent with the findings of Obst et al. with many officers describing the regular 'alcohol debrief' they participated in with their shift. The ostracism experienced by those who chose not to partake in such events is further evidence of alcohol being imbedded within the cultural underpinnings of the police organisation.

The findings regarding coping mechanisms have both positive and negative implications for the profession. On the one hand, it is heartening that officers appear to be using adaptive mechanisms to a greater extent than maladaptive ones, as this suggests positive outcomes for their future adjustment and well-being. However, if, as with alcohol use, officers are not identifying maladaptive coping strategies as things they do to 'cope' with the profession, then their use may actually be more prevalent than suggested by the quantitative data in this study. This has important consequences for stress management, as officers need to first acknowledge that they are experiencing some form of stress reaction, and that they need to cope with it in some way, before stress management can be put into practice.

Another issue regarding stress management practices is the high level of reluctance expressed by officers towards use of the in-house services provided by the police department because they did not want to be seen as vulnerable or unable to cope with the demands of the job. This is problematic coming from a group of early career police officers as it implies that such an attitude would continue to be adhered to throughout their professional careers, having potentially negative implications for their future well-being. Research indicates 60-75% of employees report clinically significant improvement in symptoms of depression and anxiety after workplace counselling

(McLeod, 2001). This then has flow on effects to positive work attitudes, fewer accidents and enhanced work performance (McLeod & Henderson, 2003). However, amongst police there is a great deal of concern regarding confidentiality, and fear that management and others will learn that they have received counselling (McLeod, 2001). Thus future research might consider examining the referrals to in-house police counselling options, and examine the difference between those who are 'required' to undertake such counselling and those who 'choose' to do so. However, the concerns on the part of officers regarding confidentiality and reactions of colleagues, make such a topic difficult in this population.

11.7.3 Enhancing Social Support and Reducing Maladaptive Coping

The previous two sections (11.7.1 and 11.7.2) taken together highlight examples of the facilitation of positive and negative attitudes within policing through acculturation to the occupation. They highlight the need for mechanisms which promote social support amongst officers to be augmented, and at the same time, to reduce the level of maladaptive coping used by officers in response to job demands. According to Fay, Kamena, Benner and Buscho (2006) the use of maladaptive coping, in conjunction with the cultural norms of the police organisation, discourage officers from seeking help, and the findings of this study support that contention, particularly in relation to use of alcohol. Further, the current study highlights the inherent need officers have for the respect, acceptance and approval of their peers (i.e. the importance of camaraderie), and in this sense, the alcohol debrief is seen as promoting camaraderie amongst officers, despite being functionally maladaptive. In this type of organisational climate, within-force socially based support (i.e. camaraderie in the form of a drinking culture) may actually increase the occurrence of a maladaptive coping mechanism. This is indicative of the need for the issue of alcohol consumption to be addressed by the service, and illustrates the need to, and difficulty of, harnessing the positive aspects of a

strong, team focussed culture, while reducing the potentially negative outcomes that can result.

Cohesive teams constitute a natural resilience resource and this indicates that the support from other officers in such occupational contexts is indeed important. However, individual vulnerability increases if experience is interpreted from within an organisational culture that discourages emotional disclosure, focuses on attributing blame to staff, or minimises the significance of peoples' reactions or feelings (Paton, 2006). If the culture of the police organisation is to persist, there is a need for officers to develop support networks outside of their immediate colleagues in order to effectively deal with pressures faced on the job. Indeed, Pole, Kulkarni, Bernstein and Kaufmann (2006) describe findings in which retired officers exhibited higher levels of resilience predicted by less distancing coping and less tendency to keep their personal lives from family and friends. This too highlights that the development of external support networks, while important, is not sufficient in isolation when addressing stress and trauma vulnerabilities.

To this point this section has pointed out the mechanisms by which the individual officers can make such changes, and have negative influences on feelings of stress and traumatic stress, thereby lessening vulnerability, and in some respects increasing resilience capabilities. However, the individual officer has a somewhat limited capacity to make these changes in any lasting fashion if they work within on organisational culture and climate that does not promote the use of such strategies. For example, in the current study officers expressed their reluctance to draw family and friends into their jobs because "they don't need to know about these things". Perhaps this is further evidence of their recognising the increasing degree of cynicism through which they view the world, and an unconscious attempt to make sure their closest relationships have a degree of grounding outside the world view of the police officer.

However, regardless of why, as long as the culture of the organisation presents police with an insular cultural environment, developing support networks outside of the job will be difficult to initiate and to maintain for many officers. In this sense, while it is important to identify how individuals can change and increase social support, or be taught to use different, less maladaptive strategies, a fundamental shift in the philosophies underpinning the organisation would be required for this to be a widespread and maintained change.

11.7.4 Policy, Procedure and Promoting Positivity

In contrast to an organisation that increases vulnerability (e.g., limiting opportunities for emotional disclosure and making blame attributions), Paton (2006) argues that a three pronged process is necessary to enhance resilience within police organisations. Such a process must start with a change in the policies and procedures of organisational responsibility, specifically, the development of response systems and procedures which devolve responsibility to officers, thereby enhancing the discretionary capacity of frontline teams. In this sense the system needs to develop and support flexible, consultative leadership consistent with this devolution of responsibility. The major aim of these changes in policy and leadership practice should be to ensure that role and task assignment reflect incident demands, thereby increasing organisational coherence. As discussed, this requires a fundamental philosophical change underpinning the police department in question, and indeed police departments in general. The promotion of organisational coherence within the policies, procedures and guidelines set down by management would lead to increases in positive wellbeing outcomes. That is, the "rules" within which the officer operates need to match the requirements of the context, for example, frontline officers experience different constraints and situations compared to forensic officers, and neither could be expected to affect their relative positions under the auspices of the other. Thus, there needs to be

a conscious attempt from the higher rungs of the hierarchy to understand, and act on, the pressures faced by those below.

The police organisation has the power to shape the professional and personal identities of its employees. It is not a peripheral force, but an entity with an exceptionally strong defining influence on psychological well-being (K.J. Burke & Paton, 2006). In this sense policies and procedures need to be designed to support officers rather than linked to bureaucratic imperatives such as benchmarking. They need to be consistent with the requirements of the day to day jobs of officers and facilitate and promote coherence, rather than promoting officer dissonance. In addition, there needs to be a strategic commitment to organisational change through the adaptation of such policies and procedural guidelines – such factors cannot be addressed through the post-event management of individual responses, as in psychological debriefing.

A number of organisational responses can be made to such a call for change. Importantly, in any fundamental cultural shift, the strengths of the police organisation need to embedded within the move. For example, because of the strong emphasis on camaraderie, senior officers can assist adaptation by helping officers appreciate that they performed to the best of their ability and reduce performance guilt by realistically reviewing how situational factors constrained performance (Alexander & Wells, 1991; MacLeod & Paton, 1999; Paton, 1997). Senior officers can also facilitate positive resolution by assisting staff to identify the strengths that helped them deal with the incident and build on this to plan how future events can be dealt with more effectively. Thus, the change at the organisational, procedural level, can begin to effect changes at the individual and team levels.

Despite the best of intentions in changing organisational practices, management also needs to accept the possibility that some of these new initiatives may in fact fail.

Paton (2006) argues that the outcome of organisational change, and whether it results in greater resilience or heightened vulnerability, can be determined more by chance than by sound planning and good judgment, unless the need for failure on some fronts is accepted. Berkes, Colding and Folke (2003) emphasise that the development of adaptive organisational capacity requires learning from the experience of failure and recognition that new environmental realities require new ways of thinking. Not only must the organisation learn to live with risk, it must develop strategies to learn from any crises and failures that occur. This illustrates that failing to plan for failure can create risks comparable to failing to plan to succeed. According to Berkes et al., a process of institutional learning must take place in the process of change, and this process inherently leads to enhanced organisational resilience.

Implementing institutional learning requires the completion of three steps by the institution/organisation. First, the memory of prior crises, of failures of policy, and the lessons learned from such events, must be incorporated into institutional memory. Second, these lessons must be rehearsed in the context of an informed paradigm shift based on the recognition that non-routine events (such as those that may be faced by frontline officers in the general course of their duties) require innovative operating practices (e.g., the devolved responsibility and specialised reporting procedures discussed previously). In addition, the recognition that some events might overwhelm organisational capacity must be an implicit aspect of this paradigm shift.
This recognition of the potential for some events to be overwhelming makes it easier for the organisation and its employees to understand and accept the need for dedicated critical incident training and decision making within the stress risk management process. This process intuitively leads to the development of new rules and operational procedures. Further, researchers argue that the effectiveness of the institutional learning approach can be enhanced using simulations to facilitate the learning process (Berkes et

al., 2003; Kendra & Wachtendorf, 2003; Paton & Jackson, 2002; Paton & Wilson, 2001). Such simulations can be designed to challenge complacency, enhance adaptive capacity, and encourage creative decision making consistent with the development and implementation of the new organisational procedures and processes, thus effecting change, promoting a cohesive workplace, and enhancing resilience collectively within the organisation, within work teams and within individual officers.

11.8 Limitations

This section outlines the identifiable limitations of the study and their potential impact on the results. A number have been highlighted throughout the thesis, and are mainly potential forms of measurement error/omission, or the effects of social desirability bias. The construct of work life balance, which was not addressed in this study, is also discussed.

11.8.1 The Measurement of Personality.

The first major limitation is the non-repeated measure of personality after operational exposure. While there was no evidence to suggest that the officers participating in this study exhibited a unique personality profile, personality was not re-measured after the baseline phase. This is problematic for the conclusion that officers do not have a unique personality profile as there is an argument that suggests personality can be moulded by experiences in an organisation such as policing. This is described as the socialisation argument, contrasted with the argument of predisposition that is assumed in this study (Wagner, 2005).

Furthermore, while personality is considered to be stable from the age of 30, just over half of the officers participating in this study were younger than this age point (mean age was 28 at baseline). On this basis, it is possible that for some, the process of personality formation and stabilisation was not yet complete. Given the formative influence of the police socialisation process and the changes officers identified within

themselves and their ways of responding, remeasuring personality at the follow-up point would have provided evidence regarding an overall trait shift as opposed to changes in attitude and value expression that did not effect trait levels of personality. This would then add strength to the argument that males and females have characteristically different ways of responding to events (e.g., Costa, Terraciano & McCrae, 2001) which resulted in gender differences in stress, and may have accounted further for the differences in hassles at the follow-up phase. Thus, as Wagner suggests, there is a need to establish the personality profiles of officers and examine the implications of these profiles for officer stress and well-being. In addition, it is necessary to examine changes in attitudes as values as the officer is moulded by the socialisation process, and ascertain whether socialisation results in a fundamental change in trait personality and expression.

11.8.2 Conceptualising Traumatic Events and Measuring Traumatic Response.

A methodological issue regarding the accurate conceptualisation of traumatic events and traumatic response was discussed in Chapter 8 and is summarised here. While the results of the study suggested support for the notion that operational traumas were not being conceptualised as traumatic experiences, this raises the question of what was the dependent variable in this phase of the study? The findings presented questioned the validity of the TSS as a tool to define involvement in a traumatic event, and the results also suggest that the attempt to control for this through application of the DSM-IV-TR (APA, 2000) definition of a trauma were not effective.

Reliance on a short textual description from participants may not have reliably enabled the distinction between traumatic and non-traumatic to be made. That the IES-R and PTGI were correlated in the baseline phase suggests this distinction was effectively made for lifetime traumatic exposure, however, it appears that this distinction in the follow-up phase was not made accurately. It is possible that this attempt to control for a flaw in the TSS was somewhat confounded by the conceptual

changes the police officers had undergone as a result of their socialisation, as the responses coded as 'traumatic' were held to fit the DSM-IV-TR definition of an event which was reacted to with 'helplessness, hopelessness or horror' (APA, 2000). It appears however, that these reactions, when recalled by participants in response the questions on the IES-R did not have a pervasive effect on them in the ensuring days, weeks or months, and certainly were not having a residual adverse effect.

Another possibility for these anomalous results is the notion of social desirability, and the masculinised macho nature of the police service. It may be that while officers were prepared to report the positive changes they had seen in themselves, they were not as prepared to report the negative. This may well have been done unconsciously and be an artefact of socialisation into the police culture. If this is the case, it may also go some way to explaining a second methodological issue which arises from this data.

The second methodological issue regards the findings of positive changes being recorded on the PTGI without the presence of a traumatic event, raising a question concerning what the PTGI actually measures. The group who had not experienced a traumatic event recorded PTGI scores despite having experienced neither pre-employment nor operational traumatic events. They did, however, undergo a major life transition by commencing police work. It may be inferred from these data that it was the life transition that represented the source of their reported growth. That is, they had been through a major event which challenged and to a certain extent changed, but didn't necessarily shatter the way they viewed the world. Evidence of this can be found in chapter 7 where officers reported seeing the world in a different and more cynical way, which they saw as a function of the profession. Further, given that this change was perceived as almost necessary in order to function effectively as a police officer, it would likely have been seen as a positive change in an occupational context.

For example, Chapter 7 reported the comment from Chad who discussed the notion of watching people who seemed to fit the profile of a criminal. The reinforcement received from being correct about such perceptions of an individual who looked like, or seemed like they may be a criminal or going to commit a crime, would make a similar judgment in the future more likely. These results pose an important question - while the PGTI can be seen as a measure of personal growth resulting from involvement in a traumatic event, can it also, in some respects, be seen to measure positive change from events appraised as challenging, or reinterpreted as positive, in the absence of an event defined as traumatic, where a major schematic transition has occurred. The results discussed above suggest that this may be a real possibility, as a result of the schematic transition that comes with major life events (Tedeschi & Calhoun, 2003; Weick, 1995), and potentially as a result of the police socialisation process which aims in a number of respects to generate and set these schematic changes (Chan, 1999; 2001; Haarr, 2005; Paton, 2006).

In a similar way, the data presented here raises another question regarding where growth and adaptation begin. That is, what level of positive change can be considered to be a significant change from prior levels of functioning, and is involvement in a trauma a necessary, or indeed the only condition under which such a change can occur. The PTGI has 21 items with scoring ranging from 0 to 6, thus the FU and NE groups report very low levels of change (the means for both are less than 14), thus, it is necessary to ask whether this can be considered to represent significant changes in the schema of officers and is this likely to effect the way in which they perceive future exposure to traumatic, stressful and/or challenging experiences. A score of 14 on the PTGI represents "less than a little change" across the items and is inconsistent with the scores of any group defined as having experienced a traumatic event. However, there are no guidelines provided with the PTGI regarding a critical score which does indicate

the occurrence of posttraumatic growth, or what level of change in scores is considered significant.

11.8.3. Timing of Baseline Measures.

The first quantitative measurement of the individual characteristics of these officers took place after they had been exposed to the police organisation for 10 weeks. At the time of implementing the study this was not considered problematic as officers had not yet been exposed to the operational component of the profession. However, the nature of the police socialisation process is insidious, and it is possible that measures at this time point had already been confounded by the officers being exposed to the hierarchical nature of the police organisation. Furthermore, given the stressful nature of their time at the police academy, as was identified by officers in Chapter 7, it is possible that stress levels and therefore coping mechanisms were actually being influenced by their experiences at this time. This is certainly reflective of the high levels of stress from performance difficulties, which was argued to be a result of the evaluative pressure officers were feeling at the police academy. In this sense, it may have been better to try to get officers to complete baseline measures on their first day of commencement at the police academy, or even prior to taking up their trainee post.

However, even if had been able to be conducted prior to or on day one of academy training, it is possible that the data may have been influenced in a similar way. Officers described selection progression and the lead up to actually arriving at the police academy being a stressful and ambiguous process. As Chad indicated in his interview *'The whole process, from selection, the waiting to know if you'd been successful, and just when they wanted to put you through the academy... it's a major waiting game. You can wait for months, and you kinda put your life on hold til you get that phone call, and then you've gotta be there in 2 weeks... '*. Thus, the potential for baseline measures of stress and coping in particular to be confounded, presents a problem at a number of

points in which it might be appropriately measured. In some respects it could also be argued that after 10 weeks was an appropriate time to measure stress as officers were more likely to have mobilised an effective coping mechanism and be less stressed than on their day of commencement. Nonetheless, this is an issue that requires further investigation and consideration in future studies of police well-being.

11.8.4 Sample Size at Follow-up Phase.

A key limitation of the follow-up phase of this study is the small number of participants able to be followed through to the follow-up phase of the investigation. While the officers surveyed during this phase represented 75% of the original cohorts which came through the police academy, the small number (n= 56) precluded the conduct of any predictive analyses, such as regression on SEM, on the data. This is unfortunate, as without running such analyses it is difficult to ascertain the nature of the relationships between individual and organisational factors and their combined influences on job satisfaction.

There also exists the possibility that while a 75% response rate is excellent, the 25% attrition rate (n= 22, including resignations) from baseline to follow-up may have affected the results. It is possible that those officers who chose not to continue to participate in the study were those who were experiencing high levels of stress and potentially not coping with the demands of the job.

11.8.5 Quantitative Measurement after 2 years Operations.

As was presented in Chapter 10, an interview was conducted with officers after they had been operational for up to two years, representing 32 months of involvement with the police profession, (including their 8 months of training). While this interview yielded much interesting information regarding officers occupational experiences and provided rich insights into their adjustment and socialisation, this phase was not coupled with a fourth survey administration. While this was primarily due to the time

constraints of a doctoral project, conducting a fourth quantitative phase would have provided some deeper insights into changes over the first 2 years of police operations, and allowed further examination of the apparent differences in gender experiences. The lack of a fourth quantitative phase precluded the ability to triangulate the qualitative findings with quantitative based findings at a similar time point. While some speculation can be made from the data in follow-up quantitative phase, given the time differential, up to a year in some cases, such connections are potentially problematic.

11.8.6 Social Desirability and Investigator Bias.

A potential limitation that has been identified throughout both the quantitative and qualitative phases of the investigation is that of social desirability bias. Thus, the lack of inclusion of a social desirability measure could be interpreted as a limitation of this study. Future investigations into the police profession and indeed in other male dominated professions should control first for social desirability in responding, and secondly for the social desirability component of researcher bias, which may have occurred in this investigation as a result of the investigator being female.

11.8.7. Family Work Life Balance.

This study has only considered the effects on police officers of their work life and has not addressed the potential for life outside of work to have an influence on the results. There are a number of studies which have examined the work life balance of police officers and each has found that satisfaction at work is influenced to a great degree by satisfaction with life and vice versa (e.g., Brough & Frame, 2004; Thompson, Brough and Schmidt, 2006). Indeed the possibility that personal life influences affected the results was touched upon in Chapter 9, when it was argued that women may have been experiencing more pressure than men regarding the balance between work and family. Similarly, officers reported some level of concern that their social circle had become restricted since joining the police. Conclusions of this nature are outside the

scope of the current investigation, but pose an important area of research in understanding the influences on police officer well-being. An investigation taking an holistic approach to work adjustment, such as the current study, could be enhanced by including some measure or examination of the effects of general life satisfaction.

11.9 Future Directions.

In light of the limitations identified, there are a number of directions future research could take. Firstly, the nature of the police profession and its structured hierarchical organisation means promotion is difficult and it can take up to 10 years for an officer to move from the rank of Constable to Sergeant, let alone further up the hierarchy. This poses questions about the relative strengths of individual and organisational influences as officers move further through their law enforcement careers, particularly concerning the effect of prior trauma exposure in relation to on the job critical incidents. In this study officers were still at an early career point, therefore whether the proposed protective effects of a prior lifetime trauma continue as officers face more disturbing events could be investigated. Similarly, changes in the way officers see the organisation are likely to occur the longer they are a part of it. The residual effects of such change on job satisfaction and organisational commitment are yet to be investigated.

Secondly, while not able to be assessed in this study, is the need for future studies to examine the attribute changes that do or do not occur by virtue of joining such a profession. If questions regarding the uniqueness of the police personality are to be addressed rigorously, the assumption of personality predisposition needs to be tested in such populations. If the argument of personality predisposition is assumed, then such measures are too broad to tap subtle changes in attitudes that may be occurring in such populations. Thus the question of whether attitude alone is being moulded, or personality as a whole is being affected needs to be examined. This will further have

implications for stress and critical incident management practices, but also provide more insight into the strength of the police socialisation process and the implicit changes seen at an individual level.

Thirdly, and related to the discussion of personality/attitude change, is the notion of officers becoming depersonalised and identifying themselves as police officers. This aspect of police adjustment was not fully explored in this thesis, but the investigation presents evidence to suggest that early in their police career, officers begin a transition from being seen as an individual to being seen as a police officer. There is also evidence to suggest that officers make this adjustment to their own schema about themselves (Paton, 2006; Weick, 1995). Marman et al (1996) indicated that individuals who are less certain about their identity demonstrate a higher risk for the development of dissociative symptoms and post-traumatic stress in response to a trauma. This aspect of adjustment and the exact nature of the cognitive schematic changes that take place in how officers think about and define themselves requires further investigation.

11.10 Summary and Concluding Comments.

This investigation has addressed a number of the major problems with police stress and well-being research. A longitudinal design was employed in order to examine the changes in determinants of well-being at the beginning of these officers' policing careers. To date, studies of this nature have generally been cross-sectional and focussed on either the training experiences of officers, or their early experiences in an operational policing context. This study encompasses both those phases. In addition, a mixed methodological approach was used in order to capitalise on the strengths of both quantitative and qualitative approaches. By combining methodologies, this study offers a more comprehensive approach in the examination of officer adjustment than has previously been available, and provides a deeper, richer insight into the mechanisms underlying this process. Finally, this study is one of the first to examine adjustment to

policing from an holistic perspective, including both positive and negative experiences and outcomes, individual and organisational factors, measures of chronic and acute stressors, and acknowledging the differential impact of personal and workplace traumatic events.

This investigation has examined the interactive influences of individual, team and organisational characteristics on the adjustment undertaken by new police officers as they move through the initial stages of their career in law enforcement. The study has outlined the salient role played by the organisation, and the pervasive nature of the police socialisation process. While a number of limitations have been identified, this investigation represents the first study of police well-being to combine quantitative and qualitative methodologies in examining adjustment from an holistic psychological perspective which acknowledges the important influence of both positive and negative experiences at multiple levels of analysis.

The study adds to that being conducted from a salutogenic paradigm within psychological research and provides useful insights into the effects of organisational culture and climate on employee well-being and adjustment. The project illustrates that for police officers, one of the most important components of job satisfaction is the match between their expectations of the job role, and the job in which they find themselves. Further, it provides an illustration of the changing pressures police officers find themselves under during the initial stages of operational duties, and illustrates the important effect of prior trauma exposure on the future resilient capabilities of these officers.

In regard to the six questions asked by this thesis:

1. There is no evidence to suggest officers in this study exhibit a personality profile different to that of the general public;

2. There are differences in the use of social support as a coping mechanism for males and females, but both genders show similar coping profiles. The pattern of stress did not differ for each gender, however officers continued to ascribe stress from evaluative pressure to a higher level than other forms.
3. Officers have the ability to reconceptualise Critical Incident and stressful events in a positive way, and a prior traumatic event facilitates a greater capability.
4. Officers may have been experiencing a form of cognitive dissonance regarding the limitations they identified in their training experience;
5. A range of occupational experience are implicated in the job satisfaction and well-being of police, and further evidence was found that positive and negative experiences are conceptually distinct constructs;
6. The socialisation process officers are exposed to can have both positive and negative implications for their well-being.

There is little evidence to suggest that police officers conceptualise their occupation as stressful by virtue of their involvement in operational events. However, the results of this study do suggest the emergence of a number of maladaptive ways of coping with the demands of the profession, from both organisational and operational aspects. The qualitative data pointed to the emergence of cynicism, disengagement, restraint/repression and high alcohol consumption amongst these constables. While this was certainly not the picture of the typical officer across this time period, there were a small number who exhibited some or all of these characteristics. It would be of value to examine whether such strategy use is maintained by these officers as they progress, whether other officers begin to show higher usage of such strategies as their exposure (both operationally and organisationally) increases, and indeed whether usage at this early career stage is indicative of long term negative outcomes.

Few officers cited that the physical dangers of the profession concerned them, but most indicated that paperwork, dealing with the justice system and other organisationally driven aspects as the things that were stressful and frustrating about the profession. This is consistent with recent studies which have examined the determinants of stress for police, and argued that there is a need for a more organisational focus in stress management (e.g., Abdollahi, 2002, Bartol. 1996, Beehr, Johnson & Nieva, 1995; K.J. Burke & Paton, 2006a, Haarr, 2005; Hart, Wearing & Heady, 1993, 1995, Kohan & Mazmanian, 2003).

In a similar vein it appears that job satisfaction and employee morale are driven primarily by the collegiality and mateship officers develop in the profession, and through the ability, learned or innate, to positively reinterpret negative events. While this is inconsistent with the model proposed by Hart & Cooper (2001), it is argued that positive reinterpretation is an essential feature of policing, and in such a dangerous and volatile context, would actually be seen as an adaptive mechanism due to the lack of control officers have over the physical and tangible aspects of their jobs on a day to day basis.

A central tenet of this investigation is that the match or mis-match between officers' expectations of policing and their actual experiences will drive their overall well-being. Gist and Woodall (2000) argue that operational experiences are not remarkably stressful for officers because they expect to be involved in such events, and are trained to deal effectively with such situations. The data within this thesis presents two arguments to this effect.

On the one hand, there is evidence from both modes of investigation to suggest that officers consistently identify organisationally produced factors as stressful and frustrating. These factors were identified to a greater extent than operational factors, and therefore supports the argument that organisationally derived stressors are more

problematic. However, the organisational culture underlying policing may preclude officers from reporting stress generated from operational sources. It may be that it is culturally acceptable to complain about the paperwork, the inadequacies the justice system, the inconsistency of procedural guidelines, than to admit feelings of vulnerability in response to a tough job or critical incident event. Thus, as with the alcohol debrief, officers may be reconceptualising their vulnerability, resulting in disengagement, restraint, and/or repression. As noted, in the short term such strategies can be adaptive and functional to a certain extent, but if maintained, can have considerably negative implications for individual well-being.

The decrease in stress across the study indicates that officers appear to be coping with the adjustment and with the demands of policing. However, as noted throughout these officers are in a very early phase of their policing careers and may not yet have been exposed to critical incident events, let alone had multiple exposures. Thus, their current cognitive understanding of policing may have yet to be tested in a substantial and meaningful way. In order to fully explore the contention regarding the influence of organisational versus operational stressors in policing, further investigation is certainly warranted.

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APPENDICES

APPENDIX A

Tasmania Police Recruit Position Statement and Trainee Curriculum

POSITION STATEMENT

TRAINEE

LEVEL OF RESPONSIBILITY:

Required to work under general supervision within the directional framework provided by Tasmania Police and the Tasmania Police Academy, and be responsible to a designated Sergeant for the efficient and effective performance of duties and use of resources.

PRIMARY TASKS:

Within their level of responsibility:

- Acquire knowledge, skills and attitudes commensurate with operating at the level of constable;
- Perform duties as directed in compliance with departmental policies and procedures;
- Under direct supervision, undertake selected duties relevant to that of a constable, as part of the Trainee Program;
- Resolve situations and incidents in accordance with training, instruction and experience;
- Practice the efficient and effective use of resources;
- Under direct supervision, exercise statutory powers and responsibilities appropriate to the rank of constable;
- Develop leadership skills;
- Exercise appropriate discretion in the performance of duties;
- Participate in personal development programs as required;
- Have an ability to self manage and a willingness to participate in programs to manage work related stress.

SELECTION CRITERIA:

Essential:

- Employ interpersonal skills in a variety of contexts to effectively communicate with and relate to people from various backgrounds;
- Solve problems and make sound decisions which comply with policies, procedures, instructions and ethical and professional standards;
- Routinely exercise self discipline and conscientiousness and constructively analyse and modify own performance;
- Interpret and convey ideas and information clearly and accurately, both verbally and in writing;
- Observe and accurately record details of events, people and objects;
- Demonstrate proficient physical performance and motor skills;
- Demonstrate knowledge of, and a commitment to, policing in Tasmania.

Desirable:

- Higher School Certificate or relevant tertiary qualifications.

ESSENTIAL REQUIREMENTS:

- Successful completion of Police Employment Examinations;
- Psychological traits and physical skills required to effectively undertake the duties of a constable;
- Satisfactory medical examination;
- Demonstrated good character / integrity;
- Current Australian manual driver licence;

- Current Senior First Aid Certificate or equivalent;
- Current Police Rescue Award; and
- Australian citizenship or permanent resident status.

WORK ENVIRONMENT:

Tasmania Police is committed to high standards of performance in the application of contemporary management practices and principles, including Occupational Health, Safety and Welfare, and Access and Equity. There is an obligation to adhere to these policies and practices and support improvements to the working environment.

Members are to promote and adhere to the National Police Code of Ethics and provide a high level of service in accordance with the Customer Service Charter.

The Police Award applies to conditions of service. Some positions within the Service have been identified as 'at risk' positions while others may require specialist skills and/or competencies. Special criteria apply to these positions and these are available from Human Resources.

Tasmania Police members are expected to demonstrate a preparedness to perform duty in diverse areas of command in various Districts/Supports and perform shiftwork when required.

Module Content	Introduction to property Lost property Found property Field receipt book Miscellaneous property receipt book and register Motor vehicle inventory book Prisoners' property Damage to property Stealing Receiving stolen property, possession of stolen property and unlawful possession Motor vehicle stealing Burglary and aggravated burglary Robbery Fires Search warrants Fraud

MODULE 6 - OFFENCES AGAINST THE PERSON

Module Purpose	To develop the knowledge, skills and attitudes to deal with offences in relation to the person.
Nominal Periods	44
Module Content	Victimology Assault Assault prosecution file Wounding and grievous bodily harm Sexual offences Family Violence (Safe at Home) Restraint orders

MODULE – 7 DRUGS

Module Purpose	To develop the knowledge, skills and attitudes related to drug law enforcement at a general duties level.
Nominal Periods	45

Nominal Periods	65
Module Content	Police note books Completing written statements Initial scene policies and procedures Dealing with witnesses and complainants Dealing with juveniles Missing person investigation procedures Written records of interview / note taking Video / audio interviews Completing register of persons interviewed Suspect identification Proceeding against offenders Offence Reporting System

MODULE 4 - PUBLIC ORDER

Module Purpose	To develop the underpinning knowledge, skills and attitudes required to enforce the legislation relating to the maintenance of public order.
Nominal Periods	48
Module Content	Police powers and citizens' rights Drunkenness, indecency, language and behaviour Offences relating to land and property, and loitering Offences relating to good order and safety Sale, supply and consumption of liquor Security and Investigations Agents (Crowd Controllers) Litter offences Offences relating to animals Noise pollution Vehicle confiscation

MODULE 5 - PROPERTY

Module Purpose	To develop the knowledge, skills and attitudes to apply legislation and undertake administrative requirements in relation to property.
Nominal Periods	54

Module Content	Introduction to drug law enforcement Harm minimisation Commonly used illicit drugs Authority to search, seize and arrest Common drug offence management Dealing with suspects and offenders Drug related legislation Relevant case law Conducting a search procedure Drug diversion program Ethical issues Clandestine Laboratories Drug Offence Reporting System (DORS)HIV/AIDS Preventative Measures Act 1993 Customs Dog Unit

MODULE 8 - ROAD SAFETY

Module Purpose	To develop the underpinning knowledge, skills and attitudes to perform road safety related duties.
Nominal Periods	81
Module Content	Role of police officers in road safety Powers of arrest Control and management of vehicles, pedestrians and streets Road safety related offences Management of accident scenes Completion of files

MODULE 9 - CORONERS

Module Purpose	To develop the knowledge, skills and attitudes required to resolve situations involving sudden death and effectively carry out the role of a police officer in the Coroners Court.
Nominal Periods	33
Module Content	Reportable deaths and powers of police Physical symptoms relating to death Investigation procedure for various types of deaths Coronial files Procedure for receiving deceased at hospital Inquests Grief and loss Death notifications

MODULE 10 - OPERATIONAL SKILLS & SAFETY TACTICS

Module Purpose To develop the underpinning knowledge, skills and attitudes to manage risk, use operational equipment and maintain operational safety.

Nominal Periods 233

Module Content

Use of force
Defensive and restraining tactics
Reporting requirements when force used
Incident Management Model (e.g. ICENCIR)
Police issue equipment

- firearms
- expandable batons
- handcuffs
- torches
- ballistic vests
- Oleoresin Capsicum spray
- Operational safety techniques
- EDACS Radio
- Road Spikes
- Search Techniques (Practical)
- SE 400 & Tyvek Protective Suits

MODULE 11 - OCCUPATIONAL HEALTH SAFETY & WELFARE

Module Purpose To develop the underpinning knowledge, skills and attitudes to manage personal health, safety and welfare.

Nominal Periods 35

Module Content

Occupational Health, Safety & Welfare
Work injuries
Obligations and responsibilities
Infection control
Hazardous substances/materials
Soft bag resuscitation
Stress management
Critical incident stress management
Accident/incident scene safety/awareness
Fire scene attendance

MODULE 12 - DRIVER EDUCATION

Module Purpose To encourage the application of low risk thinking styles and skills to the management of risk in the driving environment.

Nominal Periods	58 (per class of 10-12 students)
Module Content	Vehicle checks Cabin insurance System of car control Steering & braking Observation Low risk thinking Low risk driving skills Budgeting attention Maneuvering Intercepting motorists Urgent Duty Driving & Pursuit Policy

MODULE 13 - POLICE INFORMATION TECHNOLOGY SYSTEMS

Module Purpose	To develop the knowledge, skills and attitudes for effective use of Tasmania Police Information Technology Systems.
Nominal Periods	56
Module Content	Tasmania Police Databases Information Online Police Templates Correspondence procedures Court files

MODULE 14 - COMMUNICATION

Module Purpose	To develop the underpinning knowledge, skills and attitudes to communicate effectively and manage conflict in a policing context.
Nominal Periods	28
Module Content	The communication process Barriers to communication Effective communication skills Public speaking Conflict management External support to aid communication with specific client groups Use of interpreters Police and the media

MODULE 15 - POLICE ETHICS

Module Purpose	To develop the underpinning knowledge, skills and attitudes to engage in ethical and professional practice.
Nominal Periods	30
Module Content	The basic elements of ethics Discipline and Tasmania Police requirements Ethical decision-making Ethical principles and strategic direction Issues in ethical policing Internal complaint and investigative procedures

MODULE 16 - CONTEMPORARY SOCIAL ISSUES AND POLICING

Module Purpose	To develop the underpinning knowledge, skills and attitudes to provide an effective and professional service to all segments of Tasmania's diverse society.
Nominal Periods	18
Module Content	Social justice, access and diversity Special interest and community groups Aboriginals and Torres Strait Islanders Non-English Speaking Background people Cross cultural strategies and policing Individuals with special needs Community policing Suicide prevention and intervention

MODULE 17 - CUSTODY

Module Purpose	To develop the knowledge, skills and attitudes required to arrest / process of an offender through to the court appearance.
Nominal Periods	17
Module Content	*Criminal Law (Detention and Interrogation) Act 1995* Written records of interview / note taking Video / audio interviews Completing register of persons interviewed Suspect identification Charging of offenders Fingerprinting, photographing and DNA of offenders Detention of prisoners Access by solicitor Bailing of offenders / unconditional release Proceeding against offenders Offence Reporting System

MODULE 18 - INTERVENTION AND DIVERSION

Module Purpose	To develop the knowledge, skills and attitudes to provide diversion and intervention strategies.
Nominal Periods	31
Module Content	Tasmania Police Corporate Priorities Special provisions relating to child offenders and the judicial system Specific requirements related to interacting with children Police powers for dealing with loitering offences related to children Procedures to be followed when dealing with "at risk" children Intervention and diversion documents Communication techniques with children Persons suffering mental illness Guardianship and administration

MODULE 19 - HEALTHY LIFESTYLE & PHYSICAL FITNESS

Module Purpose	To develop the underpinning knowledge, skills and attitudes to manage personal health, well being and fitness.
Nominal Periods	27 + approximately 140 exercise sessions
Module Content	Manual handling Stress management Physical Fitness & personal health Physical well being Health management strategies

MISCELLANEOUS MODULE - INDUCTION, INFORMATION SESSIONS, IN-FIELD TRAINING, EXTERNAL TRAINING & SCENARIO ASSESSMENT

This section outlines the initial administration duties to be performed, information sessions which are provided, and the external training components of the Recruit Training Course.

1. Induction rehearsal and ceremony

Nominal periods – 6

Trainees complete rehearsal for, and participate in, the Induction Ceremony.

2. Team building exercise

Nominal periods – 9

Trainees participate in a team building exercise that is designed to facilitate integration into a team environment.

3. Course information

Nominal periods – 13

Trainees are informed of the:

- curriculum & aim of the course (1)
- assessment system (2)
- course and weekly programs (1)
- Bachelor of Social Science (Police Studies) (.5)
- Tasmania Police Academy rules (1)
- role of the duty student & the course commander (1)
- library orientation (1)
- study skills and exam techniques (3)
- Access & Diversity (2)
- fire evacuation procedures (.5).

4. Issue of uniforms, accoutrements, warrant card and photographs

Nominal periods – 3

Trainees are informed of the need to be:

- identifiable as Trainees
- responsible for uniforms and accoutrements.

5. Hepatitis B vaccinations

Nominal periods – 2

6. PAY OFFICE

Nominal Periods – 2

Trainees are informed of pay arrangements and complete required documentation (fortnightly returns).

7. Leave

Nominal periods – 1

- Police Service Act 2003
- Police Service Regulations 2003

- Police Award 2004
- Tasmania Police Manual

Trainees are informed of:

- the departmental requirements and procedures for annual leave, special leave, sick leave, maternity leave, defence leave and accrued days off
- the appropriate application for leave forms
- leave entitlements.

8. Work injury & workers compensation

Nominal periods – 1

- *Workers Rehabilitation & Compensation Act 1988*
- *Police Service Act 2003*
- Police Award 2004
- Tasmania Police Manual

Trainees are informed of:

- the departmental and legislative requirements and procedures associated with work injuries
- the timely completion appropriate of forms
- entitlements.

9. The Police Association

Nominal periods – 1

Trainees are informed, by a Police Association staff member, of:

- the role of the Police Association and its composition
- the rules and procedures for the Sick Leave Bank and Death Benefit Scheme
- the Police Association representatives and the method of contact
- the role of the Police Association when a member is under investigation or is facing disciplinary action, and the procedures to be followed
- the role the Police Association plays in welfare matters.

10. The Police Award

Nominal periods – 1

- Police Award 2004

Trainees are informed, by a Police Association staff member, of their entitlements under the provisions of the Police Award 2004.
An open forum is used to answer any questions in relation to the award.

11. Police welfare

Nominal periods – 1

- Tasmania Police Manual

Trainees are informed, by a Police Welfare Officer, of:

- the role and responsibilities of Police Welfare Officers and Assistant Welfare Officers
- the procedure to access a Welfare Officer.

12. The Police Chaplain

Nominal periods – 1

- Tasmania Police Manual

Trainees are informed, by the Police Chaplain, of:

- the role and responsibilities of the Police Chaplain
- the procedure to access the Police Chaplain.

13. Retirement Benefits Fund

Nominal periods – 1

Trainees are informed, by a staff member of the Retirement Benefits Fund, of:

- eligibility to join the fund
- the membership cost for RBF and the expected retirement benefits.

14. In-field training

Nominal periods – 250

In-field training focuses on the workplace application of the knowledge, skills and attitudes learned off-the-job in the Recruit Training Course at the Tasmania Police Academy.

Trainees gain experience in general police duties on 24 hour rotational shifts by undertaking selected operational duties, under the supervision of an in-field trainer. The in-field trainer provides formative assessment throughout the workplace placement.

15. External training exercise

Nominal periods – 45

Trainees participate in an external training exercise to gain practical experience in:

- search techniques for missing persons and crime scenes
- operating police radio communication equipment
- operational exercises as team leaders and as a member of a team
- planning and undertaking basic police tasks.

The Trainees are provided with a formative assessment during the various scenarios of the exercise.

16. Scenario assessments

Nominal Periods – 36

The scenario assessments are divided into two phases, as follows:

- 18 periods - Progressive Examination

The Trainees are summatively assessed in relation to the requisite knowledge, skills and attitudes required in the particular scenario presented. The mark attained in this assessment is included in the final course marks.

- 18 periods - Final Examination

These periods are designed to formally assess trainees in a scenario which commences with an offence / crime and progresses through various processes, concluding in the appearance 'in court' of the Trainee to give evidence.

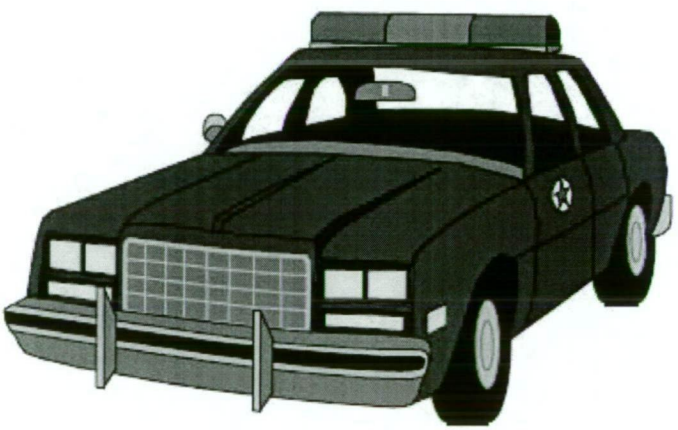
The scenario is designed to encompass multiple modules and assesses the Trainee's knowledge and skills in selected aspects of practical police duties.

The mark attained in this examination is included in the final course marks.

APPENDIX B

Example Test Booklet - Baseline Phase.

Survey Booklet for Police Academy Recruits
2005



UNIVERSITY of TASMANIA

19th December 2005

Information Sheet

Title of Investigation
Examination of the Daily Experiences and Well-being of Police Officers: The move from Academy Training to Operational Duties.

Name of chief investigator
Professor Douglas Paton, Dr. Jane Shakespeare-Finch, Dr. Michael Ryan and Karena Burke.

Purpose of the study
The major aim of this investigation is to examine the individual and organisational determinants of police officer well-being over a period of time from initial recruitment and training through to officers becoming operational and having a number of years of experience in the field. To date most research on stress and trauma within law enforcement and emergency services professions has been based on an examination of the negative features of these occupations. This study will attempt to examine both the positive and negative aspects of police work, both from the perspective of the individual officer, and the wider organisation. This focus of this study is, therefore, to examine the processes of adaptation and adjustment to the job role of Police Officer, over a period of approximately 2 ½ years. This will involve following recruits through from their training at the Academy to their first appointments as operational officers. The names of participants will be collected at this stage of the study to aid in the re-contact of participants in order to provide information about upcoming phases of the investigation. The collection of this initial phase of data, is by no means an indication of, or commitment to, further participation in this project. It must be reiterated that all participant data will only be handled by Karena Burke, and at no time will the police department have any access to the names of officers who have, or have not participated. Personal data will be treated with the highest possible regard and confidentiality will be maintained at all times.
This study is being undertaken as part of the requirements to attain a Doctor of Philosophy (PhD) by research degree in the discipline of Psychology at the University of Tasmania.

Participant Benefit
There are a number of potential benefits of this research for yourself and for your organisation. While the negative or pathological issues associated with stress and traumatic stress work experiences have been well documented, it has become increasingly apparent that dealing with high-risk events can have positive consequences for officers. There has been little research conducted into the latter area of positive outcomes following trauma exposure. If the mechanisms that lead to these outcomes can be identified, existing support practices can be complemented and there is the potential for the development of additional techniques to be used in the selection and training of officers.

Study procedures
You will be asked to complete a short survey booklet about different aspects of yourself and your life experiences up to this point, and return it to the box provided, during this period. It is envisaged that it should take about 20 minutes to complete. Following this, if you choose to participate, you may be invited to complete additional questionnaires/interviews on not more than two occasions during the following year after you have commenced operational duties.
Completion of the survey today in no way obligates participation in later stages of the study.

Possible risks or discomforts

This study deals, in part, with your reactions to traumatic stress and volatile situations. It is possible that some people may experience some emotional and/or psychological distress associated with the procedures used in this study. If this becomes problematic the staff support unit will be available to discuss the matter with you.
Any participant concerns arising during the course of the study will be addressed as soon as possible and all participants will be contacted at the conclusion of the study to ensure there are no remaining issues needing to be dealt with.

Confidentiality
As respondents need to be continually re-identified throughout the study, each participant will be randomly allocated a code number prior to their second contact by the researcher. The list of codes and names will be kept separately from the numerical data, and will be kept in a locked, password protected file with restricted access. All numerical data will be kept on a password protected computer in the School of Psychology at the University of Tasmania.

Freedom to refuse or withdraw
Your participation in this project is entirely voluntary. You may take part at your discretion, but are under no obligation to participate if you do not wish to do so. You are not required in any way by Tasmania Police to take part in this study, and you will not suffer professionally or personally if you choose not to take part, or if you choose to withdraw your participation at any stage. You are free to withdraw at any time without prejudice.

Contact persons
If you require more information about this project you may contact Karena Burke (kburke@utas.edu.au) or Professor Douglas Paton (Douglas.Paton@utas.edu.au).
Enquiries may also be directed to either of the above mentioned people by contacting the School of Psychology in Launceston on (03) 6324 3191.

Statement regarding approval
This investigation has been given approval by the Northern Tasmania Social Sciences Human Research Ethics Committee and has the support of Tasmania Police.

Concerns or complaints
If you have any concerns of an ethical nature or complaints about the manner in which this investigation is conducted, please contact the Chair or Executive Officer of the Northern Tasmania Social Sciences Human Research Ethics Committee.

Chair:	**Professor Roger Fay**	**(6324 3576)**
Executive Officer:	Amanda McAuliy	(6226 2763)

Results of investigation
Tasmania Police will be provided with a full copy of the results at the conclusion of the study. A short report of the results will also be placed on the School of Psychology homepage on the university website http://www.arts.utas.edu.au/psychol. If any participant wishes to be informed of the results in any other way please do not hesitate to contact the researcher either by email or phone. Preliminary results may be available at different stages during the course of the investigation, if this is the case, all participants will be made aware of and be given the opportunity to inspect a short report outlining these results. Any list kept by the researcher of the participants who would like a report (preliminary, final or both), will be kept separately from the data files in order to preserve the anonymity of the participants.

Information Sheet and Consent Form
All participants will be provided with a copy of the information sheet to keep. Please note that completion of the survey booklet is indicative of your consent to take part in this stage of the project.
You may be recontacted at a later stage to participate in further stages of this study. The provision of contact details at this stage only indicates that you consent to re-contact by the investigator, it does not indicate consent or commitment to further participation at this stage.

Professor Douglas Paton (Primary Supervisor)
Dr. Jane Shakespeare-Finch (Co-Supervisor)
Dr. Michael Ryan (Project Advisor)
Karena Burke (PhD Candidate)

Demographic Information

How old are you (in Years): .....

Gender: *(please circle one)* M F

Marital Status: *(please mark appropriate box)*

Single ☐
Married ☐
Divorced ☐
Widowed ☐
De-Facto ☐
Other ☐
Please Specify: .....

Do you have any children? *(please circle one)* Y N

What is the highest level of education you have **completed?**

Year 10 ☐
Year 12 ☐
TAFE Qualification ☐
Please Specify: .....
Bachelor Degree ☐
Please Specify: .....
Other ☐
Please Specify: .....

Please remember I will be the only person who will have access to your personal details, and as the data will be analysed at a group level only, you will not be able to be identified individually. Your confidentiality will be treated with the highest possible regard during this project.

Name: .....

**Optional
Contact Details (eg. Mobile, email).....

There are a number of ways people attempt to deal with stress. This part of the questionnaire asks you to indicate what you generally do and feel after being involved in a stressful incident. Obviously the nature of the incident will bring about somewhat different responses, but think about what you usually do when faced with difficult and stressful situations.

Please treat each item separately from every other item. There are no right or wrong answers, and your response should indicate what you actually do, rather than what most people do.

	I don't do this at all.	I do this a little.	I do this a medium amount.	I do this a lot.	I do this all the time.
1. I ask people who have had a similar experience what they did	☐	☐	☐	☐	☐
2. I act as though it hasn't even happened	☐	☐	☐	☐	☐
3. I reduce the amount of effort I'm putting in	☐	☐	☐	☐	☐
4. I talk to someone who could do something about the problem	☐	☐	☐	☐	☐
5. I learn to live with it	☐	☐	☐	☐	☐
6. I put aside other activities in order to concentrate on this one	☐	☐	☐	☐	☐
7. I seek God's help	☐	☐	☐	☐	☐
8. I try to see it in a different light, to make it seem more positive	☐	☐	☐	☐	☐
9. I restrain myself from doing anything too quickly	☐	☐	☐	☐	☐
10. I turn to work or other substitute activities to take my mind off things	☐	☐	☐	☐	☐
11. I get sympathy and understanding from someone	☐	☐	☐	☐	☐
12. I accept that it has happened and can't be changed	☐	☐	☐	☐	☐
13. I focus on dealing with this problem and if necessary let other things slide a little	☐	☐	☐	☐	☐
14. I get upset and let my emotions out	☐	☐	☐	☐	☐
15. I do what has to be done, one step at a time	☐	☐	☐	☐	☐
16. I put my trust in God	☐	☐	☐	☐	☐
17. I make sure not to make matters worse by acting too soon	☐	☐	☐	☐	☐
18. I try hard to prevent other things from interfering with my efforts to deal with it	☐	☐	☐	☐	☐
19. I daydream about things	☐	☐	☐	☐	☐
20. I force myself to wait for the right time to do something	☐	☐	☐	☐	☐
21. I concentrate my efforts on doing something	☐	☐	☐	☐	☐
22. I try to get emotional support from my friends and relatives	☐	☐	☐	☐	☐
23. I look for some good in what is happening	☐	☐	☐	☐	☐
24. I try to come up with a strategy about what to do	☐	☐	☐	☐	☐
25. I just give up	☐	☐	☐	☐	☐
26. I drink alcohol or take drugs in order to think about it less	☐	☐	☐	☐	☐

	I don't do this at all.	I do this a little.	I do this a moderate amount.	I do this a lot.	I do this all the time.
27. I take additional action to try to get rid of the problem	☐	☐	☐	☐	☐
28. I keep myself from getting distracted by other thoughts or activities	☐	☐	☐	☐	☐
29. I try to grow as a person as a result of the experience	☐	☐	☐	☐	☐
30. I accept the reality of the fact that it happened	☐	☐	☐	☐	☐
31. I try to find comfort in my religion	☐	☐	☐	☐	☐
32. I let my feelings out	☐	☐	☐	☐	☐
33. I talk to someone to find out more about the situation	☐	☐	☐	☐	☐
34. I learn something from the experience	☐	☐	☐	☐	☐
35. I say to myself 'this isn't real'	☐	☐	☐	☐	☐
36. I pretend that it hasn't really happened	☐	☐	☐	☐	☐
37. I hold off doing anything about it until the situation permits	☐	☐	☐	☐	☐
38. I think hard about what steps to take	☐	☐	☐	☐	☐
39. I admit to myself that I cant deal with it and quit trying	☐	☐	☐	☐	☐
40. I feel a lot of emotional distress and find myself expressing those feelings a lot	☐	☐	☐	☐	☐
41. I pray more than usual	☐	☐	☐	☐	☐
42. I go to the movies or watch T.V. to think about it less	☐	☐	☐	☐	☐
43. I get advice from someone about what to do	☐	☐	☐	☐	☐
44. I get used to the idea that it happened	☐	☐	☐	☐	☐
45. I sleep more than usual	☐	☐	☐	☐	☐
46. I make a plan of action	☐	☐	☐	☐	☐
47. I discuss my feelings with someone	☐	☐	☐	☐	☐
48. I get upset and I am really aware of it	☐	☐	☐	☐	☐
49. I refuse to believe that it has happened	☐	☐	☐	☐	☐
50. I think about how I might best handle the problem	☐	☐	☐	☐	☐
51. I take direct action to get around the problem	☐	☐	☐	☐	☐
52. I talk to someone about how I feel	☐	☐	☐	☐	☐

The following questionnaire is a standard one dealing with general stress symptoms. Please describe how much of each of the symptoms you experienced during the last seven (7) days, <u>including today.</u>

Please use the following scale to describe how distressing you have found these things over this time

	Not at all	A little bit	Quite a bit	Extremely
1. Difficulty in speaking in times of excitement	☐	☐	☐	☐
2. Trouble in remembering things	☐	☐	☐	☐
3. Concerns about sloppiness or carelessness	☐	☐	☐	☐
4. Blaming yourself for things	☐	☐	☐	☐
5. Pains in the lower part of your back	☐	☐	☐	☐
6. Feeling lonely	☐	☐	☐	☐
7. Feeling 'blue'	☐	☐	☐	☐
8. Your feelings being easily hurt	☐	☐	☐	☐
9. Feeling that others do not understand you or are unsympathetic	☐	☐	☐	☐
10. Feeling that people are unfriendly or dislike you	☐	☐	☐	☐
11. Having to do things slowly to ensure you're doing them properly	☐	☐	☐	☐
12. Feeling inferior to others	☐	☐	☐	☐
13. Muscle soreness	☐	☐	☐	☐
14. Having to check and double check what you do	☐	☐	☐	☐
15. Occasional hot or cold spells	☐	☐	☐	☐
16. Your mind occasionally going blank	☐	☐	☐	☐
17. Either a numbness or tingling in your body	☐	☐	☐	☐
18. A lump in your throat	☐	☐	☐	☐
19. Trouble in concentrating	☐	☐	☐	☐
20. Feeling of weakness in parts of your body	☐	☐	☐	☐
21. Occasional heavy feelings in your arms or legs	☐	☐	☐	☐

There are 60 statements below. Please read each statement carefully. Indicate your level of agreement or disagreement with each statement by checking the box which corresponds to your preferred response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am not a worrier	☐	☐	☐	☐	☐
2. I like to have a lot of people around me	☐	☐	☐	☐	☐
3. I don't like to waste my time daydreaming	☐	☐	☐	☐	☐
4. I try to be courteous to everyone I meet	☐	☐	☐	☐	☐
5. I keep my belongings clean and neat	☐	☐	☐	☐	☐
6. I often feel inferior to others	☐	☐	☐	☐	☐
7. I laugh easily	☐	☐	☐	☐	☐
8. Once I find the right way to do something, I stick to it	☐	☐	☐	☐	☐
9. I often get into arguments with my family and co-workers	☐	☐	☐	☐	☐
10. I'm pretty good about pacing myself so as to get things done on time	☐	☐	☐	☐	☐
11. When I'm under a great deal of stress, sometimes I feel like I'm going to pieces	☐	☐	☐	☐	☐
12. I don't consider myself especially light-hearted	☐	☐	☐	☐	☐
13. I am intrigued by the patterns I find in art and nature	☐	☐	☐	☐	☐
14. Some people think I'm selfish and egotistical	☐	☐	☐	☐	☐
15. I'm not a very methodical person	☐	☐	☐	☐	☐
16. I rarely feel lonely or blue	☐	☐	☐	☐	☐
17. I really enjoy talking to people	☐	☐	☐	☐	☐
18. I believe letting students hear controversial speakers can only confuse and mislead them	☐	☐	☐	☐	☐
19. I would rather co-operate with others than compete with them	☐	☐	☐	☐	☐
20. I try to perform all the tasks assigned to me conscientiously	☐	☐	☐	☐	☐
21. I often feel tense and jittery	☐	☐	☐	☐	☐
22. I like to be where the action is	☐	☐	☐	☐	☐
23. Poetry has little or no effect on me	☐	☐	☐	☐	☐
24. I tend to be cynical and sceptical of others intentions	☐	☐	☐	☐	☐
25. I have a clear set of goals and work towards them in an orderly fashion	☐	☐	☐	☐	☐
26. Sometimes I feel completely worthless	☐	☐	☐	☐	☐
27. I usually prefer to do things alone	☐	☐	☐	☐	☐
28. I often try new and foreign foods	☐	☐	☐	☐	☐

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
29. I believe most people will take advantage of you if you let them.	☐	☐	☐	☐	☐
30. I waste a lot of time before settling down to work	☐	☐	☐	☐	☐
31. I rarely feel anxious or fearful	☐	☐	☐	☐	☐
32. I often feel as if I'm bursting with energy	☐	☐	☐	☐	☐
33. I seldom notice the moods or feelings that different environments produce	☐	☐	☐	☐	☐
34. Most people I know like me	☐	☐	☐	☐	☐
35. I work hard to accomplish my goals	☐	☐	☐	☐	☐
36. I often get angry at the way people treat me	☐	☐	☐	☐	☐
37. I am a cheerful, high spirited person	☐	☐	☐	☐	☐
38. I believe we should look to our religious authorities for decisions on moral issues	☐	☐	☐	☐	☐
39. Some people think of me as cold and calculating	☐	☐	☐	☐	☐
40. When I make a commitment, I can always be counted on to follow through	☐	☐	☐	☐	☐
41. Too often, When things go wrong I get discouraged and feel like giving up	☐	☐	☐	☐	☐
42. I am not a cheerful optimist	☐	☐	☐	☐	☐
43. Sometimes when I am reading poetry or looking at a work of art, I feel a chill or wave of excitement	☐	☐	☐	☐	☐
44. I'm hard headed and tough-minded in my attitudes	☐	☐	☐	☐	☐
45. Sometimes I'm not as dependable or reliable as I should be	☐	☐	☐	☐	☐
46. I am seldom sad or depressed	☐	☐	☐	☐	☐
47. My life is fast-paced	☐	☐	☐	☐	☐
48. I have little interest in speculating on the nature of the universe or the human condition	☐	☐	☐	☐	☐
49. I generally try to be thoughtful and considerate	☐	☐	☐	☐	☐
50. I am a productive person who always gets the job done	☐	☐	☐	☐	☐
51. I often feel helpless and want someone else to solve my problems	☐	☐	☐	☐	☐
52. I am a very active person	☐	☐	☐	☐	☐
53. I have a lot of intellectual curiosity	☐	☐	☐	☐	☐
54. If I don't like people, I let them know it	☐	☐	☐	☐	☐
55. I never seem to be able to get organised	☐	☐	☐	☐	☐
56. At times I have been so ashamed, I just wanted to hide	☐	☐	☐	☐	☐
57. I would rather go my own way than be a leader of others	☐	☐	☐	☐	☐
58. I often enjoy playing with theories or abstract ideas	☐	☐	☐	☐	☐
59. If necessary, I am willing to manipulate people to get what I want	☐	☐	☐	☐	☐
60. I strive for excellence in everything I do	☐	☐	☐	☐	☐

The following questions are designed to explore your feelings and reactions to possibly traumatic events you may have experienced. It would be most helpful to this study if you could answer each of them; however, if any aspect of these questionnaires disturbs you, you are not obliged to answer.

A traumatic event is any event which is outside your normal range of experiences. Some people only ever have one or two traumatic experiences in a lifetime while some have many more.

Listed below are a few traumatic experiences which may have happened to you at some time in your life. Please answer by marking the appropriate box.

1. Did you ever serve in military or peacekeeping duties?

No ☐ (Please go to question 2)
Yes ☐ (Please Continue)

Did this happen Once ☐ More than once ☐

When did this happen? (If more than once please give the last time)
< 6 months ago☐ 6-12 months ago☐ 1-5 years ago☐ >5 years ago☐

---

2. Did anyone ever take something from you by force or threat of force such as in a robbery, mugging or hold-up?

No ☐ (Please go to question 3)
Yes ☐ (Please Continue)

Did this happen Once ☐ More than once ☐

When did this happen? (If more than once please give the last time)
< 6 months ago☐ 6-12 months ago☐ 1-5 years ago☐ >5 years ago☐

---

3. Have you ever been assaulted, injured or had your life placed under threat by another person?

No ☐ (Please go to question 4)
Yes ☐ (Please Continue)

Did this happen Once ☐ More than once ☐

When did this happen? (If more than once please give the last time)
< 6 months ago☐ 6-12 months ago☐ 1-5 years ago☐ >5 years ago☐

---

4. Did anyone ever make you have sex by using force or threatening to harm you? This includes any type of unwanted sexual activity

No ☐ (Please go to question 5)
Yes ☐ (Please Continue)

Did this happen Once ☐ More than once ☐

When did this happen? (If more than once please give the last time)

< 6 months ago☐ 6-12 months ago☐ 1-5 years ago☐ >5 years ago☐

5. Did you ever suffer any injury or property damage because of fire?

No ☐ (Please go to question 6)
Yes ☐ (Please Continue)

Did this happen Once ☐ More than once ☐

When did this happen? (If more than once please give the last time)
< 6 months ago☐ 6-12 months ago☐ 1-5 years ago☐ >5 years ago☐

6. Did you ever suffer injury, evacuation, or property damage because of severe weather, or either a natural or man-made disaster?

No ☐ (Please go to question 7)
Yes ☐ (Please Continue)

Did this happen Once ☐ More than once ☐

When did this happen? (If more than once please give the last time)
< 6 months ago☐ 6-12 months ago☐ 1-5 years ago☐ >5 years ago☐

7. Has a close family friend or family member ever died because of an accident, homicide or suicide?

No ☐ (Please go to question 8)
Yes ☐ (Please Continue)

Did this happen Once ☐ More than once ☐

When did this happen? (If more than once please give the last time)
< 6 months ago☐ 6-12 months ago☐ 1-5 years ago☐ >5 years ago☐

8. Were you ever in a motor vehicle accident serious enough to cause injury to one or more passengers?

No ☐ (Please go to question 9)
Yes ☐ (Please Continue)

Did this happen Once ☐ More than once ☐

When did this happen? (If more than once please give the last time)

< 6 months ago☐ 6-12 months ago☐ 1-5 years ago☐ >5 years ago☐

9. Did you ever have some other shocking or distressing experience, something that has not been mentioned yet?

No ☐ (Please go to question 10)
Yes ☐ (Please Continue)

Did this happen Once ☐ More than once ☐

When did this happen? (If more than once please give the last time)
< 6 months ago☐ 6-12 months ago☐ 1-5 years ago☐ >5 years ago☐

10 What do you consider to be the worst thing that has ever happened to you?

.....

.....

.....

.....

.....

.....

.....

.....

.....

When did this happen (please tick appropriate response)

< 6 months ago☐ 6-12 months ago☐ 1-5 years ago☐ >5 years ago☐

Please answer the following 2 questionnaires with this event in mind.

The following is a list of difficulties people sometimes have after stressful life events. Please read each item, and then indicate how distressing each difficulty has been for you during the past 7 days with respect to one of the events you previously described

How much were you bothered by these difficulties?

	Not at all	A little bit	Moderately	Quite a bit	Extremely
1. Any reminder brought back feelings about it	☐	☐	☐	☐	☐
2. I had trouble staying asleep	☐	☐	☐	☐	☐
3. Other things kept making me think about it	☐	☐	☐	☐	☐
4. I felt irritable and angry	☐	☐	☐	☐	☐
5. I avoided letting myself get upset when I thought about it or was reminded of it	☐	☐	☐	☐	☐
6. I thought about it when I didn't mean to	☐	☐	☐	☐	☐
7. I felt as if it hadn't happened or wasn't real	☐	☐	☐	☐	☐
8. I stayed away from reminders about it	☐	☐	☐	☐	☐
9. Pictures about it popped into my mind	☐	☐	☐	☐	☐
10. I was jumpy and easily startled	☐	☐	☐	☐	☐
11. I tried not to think about it	☐	☐	☐	☐	☐
12. I was aware that I still had a lot of feelings about it, but I didn't deal with them	☐	☐	☐	☐	☐
13. My feelings about it were kind of numb	☐	☐	☐	☐	☐
14. I found myself acting or feeling like I was back at that time	☐	☐	☐	☐	☐
15. I had trouble falling asleep	☐	☐	☐	☐	☐
16. I had waves of strong feelings about it	☐	☐	☐	☐	☐
17. I tried to remove it from my memory	☐	☐	☐	☐	☐
18. I had trouble concentrating	☐	☐	☐	☐	☐
19. Reminders of it caused me to have physical reactions such as sweating, trouble breathing, nausea, or a pounding heart	☐	☐	☐	☐	☐
20. I had dreams about it	☐	☐	☐	☐	☐
21. I felt watchful and on guard	☐	☐	☐	☐	☐
22. I tried not to talk about it	☐	☐	☐	☐	☐

Indicate for each of the statements below the degree to which this change occurred in your life as a result of your crisis, using the following scale.

0 - I did not experience this change as a result of my crisis
1 - I experienced this change to a very small degree as a result of my crisis
2 - I experienced this change to a small degree as a result of my crisis
3 - I experienced this change to a moderate degree as a result of my crisis
4 - I experienced this change to a great degree as a result of my crisis
5 - I experienced this change to a very great degree as a result of my crisis

	0	1	2	3	4	5
1. I changed my priorities about what is important in life	☐	☐	☐	☐	☐	☐
2. I have a greater appreciation for the value of my own life	☐	☐	☐	☐	☐	☐
3. I have developed new interests	☐	☐	☐	☐	☐	☐
4. I have a greater feeling of self-reliance	☐	☐	☐	☐	☐	☐
5. I have a better understanding of spiritual matters	☐	☐	☐	☐	☐	☐
6. I more clearly see that I can count on people in times of trouble	☐	☐	☐	☐	☐	☐
7. I established a new path for my life	☐	☐	☐	☐	☐	☐
8. I have a greater sense of closeness with others	☐	☐	☐	☐	☐	☐
9. I am more willing to express my emotions	☐	☐	☐	☐	☐	☐
10. I know better that I can handle difficulties	☐	☐	☐	☐	☐	☐
11. I am able to better do things with my life	☐	☐	☐	☐	☐	☐
12. I am better able to accept the way things work out	☐	☐	☐	☐	☐	☐
13. I can better appreciate each day	☐	☐	☐	☐	☐	☐
14. New opportunites are availabe which wouldn't have been otherwise	☐	☐	☐	☐	☐	☐
15. I have more compassion for others	☐	☐	☐	☐	☐	☐
16. I put more effort into my relationships	☐	☐	☐	☐	☐	☐
17. I am more likely to try to change things which need changing	☐	☐	☐	☐	☐	☐
18. I have a stronger religious faith	☐	☐	☐	☐	☐	☐
19. I discovered that I'm stronger than I thought I was	☐	☐	☐	☐	☐	☐
20. I learned a great deal about how wonderful people are	☐	☐	☐	☐	☐	☐
21. I better accept needing others	☐	☐	☐	☐	☐	☐

APPENDIX C

Email Letter to Officers Post-training

Hi (Name),

It's Karena Burke here, from the University of Tasmania. I came and spoke to your recruit group at the Police Academy in (month) about participating in the research I am conducting on police officers, their training and the move into operational duties, for my PhD.

Firstly, I'd like to congratulate you on the successful completion of your training, and your graduation from the Academy last week. I have had the chance to observe both the swearing in ceremony and the parade, and must say that, from a bystander's viewpoint, it is a wonderful, personal way to celebrate your achievement. You should all be extremely proud.

The reason I am contacting you is, now that you have graduated from the academy, and have been assigned to operational duties, I would really like to begin the second phase of my study, and gain some insight into how yourself and your colleagues are feeling now that your training is completed, and you are probationary officers.

In order to do this, I would like to post a survey to you some time during the following four weeks – given that this is a busy time of year for everyone, I wont be sending them out until after Christmas. I will be sending the survey to your assigned station, however, if you would like the survey to be sent to a different address ie., home or post box, please email me back, and I will send the survey to the address you specify. I understand that this is a busy time for you, and that it will take a little time for you to settle into the job's environment, especially if you have had to move house, but it is also a very important stage of your career that I would like to gain a little more insight into.

I am hoping that you will be able to take 20 to 30 minutes of your time to fill the survey in, and return it. I will include a self-addressed, postage paid return envelope for your convenience. This email is simply to inform you that the second phase of the study has been initiated, and to ask for your participation. If you do not wish to take part any further simply return the survey unmarked once you have received it.

I offer you the same assurance as previously, I guaranteed to you in June that your confidentiality would be treated with the utmost respect, and that no one other than myself would have access to your personal details, or the data you provide. This assurance has not changed, and again I will do my utmost to ensure that all the information you provide to me, will be kept strictly confidential.

After I had spoken to you in June, in order to maintain confidentiality, I allocated each person who responded a 4 digit identification number. This number will appear on the top left hand corner of the first page of the survey, and as a result, I will not ask you to provide your name on the questionnaire. This will ensure that, should anything unanticipated happen to the survey during its return, the questionnaire is not able to be traced back to you, and that your responses will remain anonymous to all but you and myself.

I also wish to take this chance to reiterate my appreciation for your help and support, whether you decide to continue to participate or not. I understand that you may not wish to take part any further, and I respect your right not to participate. The support I have received from yourself and your colleagues to date, has been extremely helpful, and without your assistance and cooperation I would be unable to conduct this project. So once again, I thank you for your previous support, and hope that you will choose to continue your participation in this study. If you have queries feel free to contact me on the number below or on my mobile (number).

I wish you all the best as you settle into the job, and congratulations once more on your graduation and appointment. I look forward to hearing from you in the near future.

Kind regards,
Karena Burke.

APPENDIX D

Post-training Test Package

Date

UNIVERSITY OF TASMANIA

Dear xxxx,

Firstly, I would like to extend my congratulations to you once again on the completion of your training. As you may recall, I contacted you last week via email to inform you of my intention to send a survey out to you at your posted station. You are part of the first group of recruits involved in my study to complete their training, and on this basis, I would like to extend an invitation to you to participate in the next phase of the project. The study is going extremely well to date, and I have received a great amount of support so far, both from yourself and your colleagues, and from the other recruits currently in the academy.

The enclosed survey booklet is similar in format to the one you completed in May, and all the questionnaires include instructions for completion at the top of the page. If, for some reason, you did not receive the email I sent, I have enclosed a copy of it with this letter. Could you please advise me if this is the case, and I will update your information. I have also enclosed a copy of the information sheet for this phase of the project – it is yours to keep, and contains my contact information should ye have any queries.

You will notice that on the upper left hand side of the second page of the survey booklet, there is a hand-written four digit number. This is the identification number I allocated to you in May, after my first contact with you at the academy. You do not need to remember the number, it is just there for my reference, so I can keep track of which survey belongs to whom, and so I can monitor the returns effectively. It is also the safest way of ensuring your confidentiality should something unexpected happen to the survey during its return journey.

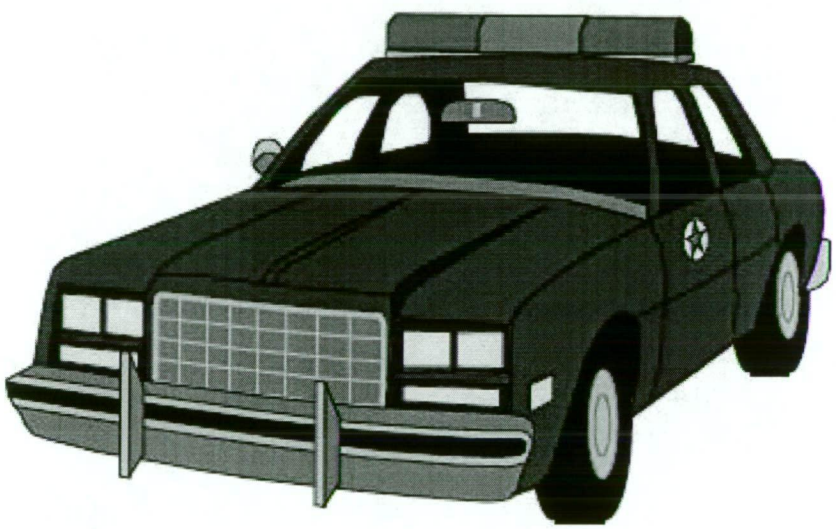
For your convenience, I have enclosed a postage-paid, self addressed envelope with the booklet, and would appreciate it if you could return the completed survey within the next two weeks. Please know that you are not in any way required to complete the survey if you do not wish to participate further in the project, and if this is the case, I would ask that you return the survey blank in the envelope provided.

Last, but by no means least, I would like to thank you for your support in this study, and hope that you will choose to continue your participation.

Yours Sincerely,

Karena J. Burke.

Post-Training Survey
2006



Please indicate the degree to which each experience has hassled or bothered you as a result of your police work during the past month.
Please answer according to the scale provided, and circle one number only.
Please indicate "0" if a listed experience did not occur, or if the experience occurred, but was not a hassle or bother.

0 – Definitely does not apply to me
1 – Has seldom applied to me
2 – Does apply to me somewhat
3 – Has applied to me generally
4 – Strongly applies to me

1. Working with people who lack professionalism	0	1	2	3	4
2. Unnecessary forms	0	1	2	3	4
3. Studying (for work purposes)	0	1	2	3	4
4. Poor media coverage	0	1	2	3	4
5. Not being able to charge someone who is guilty	0	1	2	3	4
6. Irregular meal times	0	1	2	3	4
7. Having no say in decisions that affect me	0	1	2	3	4
8. Exams (for work purposes)	0	1	2	3	4
9. Dealing with road victims	0	1	2	3	4
10. Complaints by the public	0	1	2	3	4
11. Being responsible for others	0	1	2	3	4
12. Working with people who do not listen	0	1	2	3	4
13. Unfair rating system	0	1	2	3	4
14. Station instability	0	1	2	3	4
15. Poor facilities	0	1	2	3	4
16. Missing meals	0	1	2	3	4
17. Interference in my decisions by others	0	1	2	3	4
18. Going to dangerous calls	0	1	2	3	4
19. Equipment failure	0	1	2	3	4
20. Dealing with people who abuse the Police	0	1	2	3	4
21. Bottling up my feelings	0	1	2	3	4
22. Concerns about the status of Police officers	0	1	2	3	4
23. Delivering a death message	0	1	2	3	4
24. Excessive paperwork	0	1	2	3	4
25. Having to make a forcible arrest	0	1	2	3	4
26. Lack of clarity in operational guidelines	0	1	2	3	4
27. Not being able to get an admission from an offender	0	1	2	3	4
28. Problems with co-workers	0	1	2	3	4
29. Taking an (road) accident report	0	1	2	3	4
30. Unreasonable expectations from others outside the department (e.g. barristers, D.P.P, public)	0	1	2	3	4
31. Working with people who are not suited for police work	0	1	2	3	4

0 – Definitely does not apply to me
1 – Has seldom applied to me
2 – Does apply to me somewhat
3 – Has applied to me generally
4 – Strongly applies to me

32. Too much red tape to get something done	0	1	2	3	4
33. Responsibility without authority to make decisions	0	1	2	3	4
34. Not being able to speak my mind	0	1	2	3	4
35. Lack of equipment	0	1	2	3	4
36. Going on a raid	0	1	2	3	4
37. Doing work I don't like	0	1	2	3	4
38. Dealing with other people's problems	0	1	2	3	4
39. Being told what to do by others	0	1	2	3	4
40. Dealing with abused children	0	1	2	3	4
41. Doing things I don't agree with	0	1	2	3	4
42. Feelings of just being a number	0	1	2	3	4
43. Inability to change the system	0	1	2	3	4
44. Low morale	0	1	2	3	4
45. Quick change overs	0	1	2	3	4
46. Wasting time at court	0	1	2	3	4
47. Untidy work areas	0	1	2	3	4
48. Working with people who are incompetent	0	1	2	3	4
49. Trying to show interest in people	0	1	2	3	4
50. Rushed eating	0	1	2	3	4
51. Personality clashes at work	0	1	2	3	4
52. Heavy traffic	0	1	2	3	4
53. Inconsistent application or rules and policy	0	1	2	3	4
54. Feelings of having to conform to pressure from peers	0	1	2	3	4
55. Dirty mess rooms	0	1	2	3	4
56. Court decisions being too lenient	0	1	2	3	4
57. Meeting deadlines	0	1	2	3	4
58. Other members not pulling their weight	0	1	2	3	4
59. Jobs "for the boys"	0	1	2	3	4
60. Seeing other people in misery	0	1	2	3	4
61. Insufficient time to complete a job	0	1	2	3	4
62. Giving bad news	0	1	2	3	4
63. Feeling generally inadequate	0	1	2	3	4
64. Difficulty staying objective (not expressing my emotions)	0	1	2	3	4
65. Dealing with domestics	0	1	2	3	4
66. Working with people who are inconsiderate	0	1	2	3	4
67. Too much supervision	0	1	2	3	4
68. Shift work interfering with other activities	0	1	2	3	4
69. Too much work to do	0	1	2	3	4
70. Disagreement about how to do something	0	1	2	3	4

0 – Definitely does not apply to me
1 – Has seldom applied to me
2 – Does apply to me somewhat
3 – Has applied to me generally
4 – Strongly applies to me

71. Courts setting inconvenient dates	0	1	2	3	4
72. Dealing with assault victims	0	1	2	3	4
73. Departmental handling of complaints	0	1	2	3	4
74. Not receiving recognition for a job well done	0	1	2	3	4
75. Too much expected of me	0	1	2	3	4
76. Outside interference with police work (e.g. government, public, concerned citizens)	0	1	2	3	4
77. Lack of police powers	0	1	2	3	4
78. Lack of forward planning	0	1	2	3	4
79. Poor administration	0	1	2	3	4
80. Feelings of not being able to do anything	0	1	2	3	4
81. Sitting around then suddenly active	0	1	2	3	4
82. Hoax calls	0	1	2	3	4
83. Lack of honesty about my work by superiors	0	1	2	3	4
84. Unfair promotional policy	0	1	2	3	4
85. Poor drivers on the road	0	1	2	3	4
86. Inappropriate rules and regulations	0	1	2	3	4

Please indicate the degree to which each experience listed has made you feel good as a result of your work during the past month. Please answer according to the scale provided and circle one number only. Indicate "0" if the experience listed has not occurred, or if it occurred and was not a positive experience.

0 – Definitely does not apply to me
1 – Has seldom applied to me
2 – Does apply to me somewhat
3 – Has applied to me generally
4 – Strongly applies to me

1. Tidy work area	0	1	2	3	4
2. Responsibility	0	1	2	3	4
3. Obtaining an admission from an offender	0	1	2	3	4
4. Helping complainants	0	1	2	3	4
5. Going to good calls	0	1	2	3	4
6. Equipment working	0	1	2	3	4
7. Achieving a heavy workload	0	1	2	3	4
8. Helping children	0	1	2	3	4
9. Opportunity for promotion	0	1	2	3	4
10. Working with people who listen	0	1	2	3	4
11. Working hard	0	1	2	3	4
12. Other members doing the right thing	0	1	2	3	4
13. Having a say in decisions	0	1	2	3	4
14. Clarity of operational guidelines	0	1	2	3	4
15. Making a good arrest	0	1	2	3	4
16. Helpful supervision	0	1	2	3	4
17. Public showing interest in my work	0	1	2	3	4
18. Working with people I like	0	1	2	3	4
19. Shift work fitting in with other activities	0	1	2	3	4
20. Support for my work from my partner	0	1	2	3	4
21. Meeting deadlines	0	1	2	3	4
22. Having someone to turn to for advice or help	0	1	2	3	4
23. Application of rules and policy	0	1	2	3	4
24. Delivering good news	0	1	2	3	4
25. Good roster	0	1	2	3	4
26. Receiving thanks from the public	0	1	2	3	4
27. Making popular decisions	0	1	2	3	4
28. Getting along with peers	0	1	2	3	4
29. Honesty about my work by superiors	0	1	2	3	4
30. Working with people who know what they are doing	0	1	2	3	4
31. Results of my plans taking effect	0	1	2	3	4
32. Good facilities	0	1	2	3	4
33. Helping the public	0	1	2	3	4

0 – Definitely does not apply to me
1 – Has seldom applied to me
2 – Does apply to me somewhat
3 – Has applied to me generally
4 – Strongly applies to me

34. Days Off	0	1	2	3	4
35. Getting a good result at court	0	1	2	3	4
36. Working with good performers	0	1	2	3	4
37. Solving a problem	0	1	2	3	4
38. Equipment being available	0	1	2	3	4
39. Getting things done	0	1	2	3	4
40. Charging someone	0	1	2	3	4
41. Sufficient time with family	0	1	2	3	4
42. Working with people who are considerate	0	1	2	3	4
43. Tidy mess room	0	1	2	3	4
44. Personal reactions from other members	0	1	2	3	4
45. Making decisions	0	1	2	3	4
46. Receiving a good performance rating	0	1	2	3	4
47. Getting a good job	0	1	2	3	4
48. Going on a raid	0	1	2	3	4
49. Helping motorists	0	1	2	3	4
50. Receiving a good promotions rating	0	1	2	3	4

The following questionniare is a standard one dealing with general stress symptoms. Please describe how much of each of the symptoms you experienced during the last seven (7) days, including today.
Please use the following scale to describe how distressing you have found these things over this time

	Not at all	A little bit	Quite a bit	Extremely
1. Difficulty in speaking in times of excitement	☐	☐	☐	☐
2. Trouble in remembering things	☐	☐	☐	☐
3. Concerns about sloppiness or carelessness	☐	☐	☐	☐
4. Blaming yourself for things	☐	☐	☐	☐
5. Pains in the lower part of your back	☐	☐	☐	☐
6. Feeling lonely	☐	☐	☐	☐
7. Feeling 'blue'	☐	☐	☐	☐
8. Your feelings being easily hurt	☐	☐	☐	☐
9. Feeling that others do not understand you or are unsympathetic	☐	☐	☐	☐
10. Feeling that people are unfriendly or dislike you	☐	☐	☐	☐
11. Having to do things slowly to ensure you're doing them properly	☐	☐	☐	☐
12. Feeling inferior to others	☐	☐	☐	☐
13. Muscle soreness	☐	☐	☐	☐
14. Having to check and double check what you do	☐	☐	☐	☐
15. Occasional hot or cold spells	☐	☐	☐	☐
16. Your mind occasionally going blank	☐	☐	☐	☐
17. Either a numbness or tingling in your body	☐	☐	☐	☐
18. A lump in your throat	☐	☐	☐	☐
19. Trouble in concentrating	☐	☐	☐	☐
20. Feeling of weakness in parts of your body	☐	☐	☐	☐
21. Occasional heavy feelings in your arms or legs	☐	☐	☐	☐

There are a number of ways people attempt to deal with stress. This part of the questionnaire asks you to indicate what you generally do and feel after being involved in a stressful incident. Obviously the nature of the incident will bring about somewhat different responses, but think about what you usually do when faced with these situations.

Please treat each item separately from every other item. There are no right or wrong answers, and your response should indicate what you actually do, rather than what most people do.

	I don't do this at all.	I do this a little.	I do this a medium amount.	I do this a lot.	I do this all the time.
1. I ask people who have had a similar experience what they did	☐	☐	☐	☐	☐
2. I act as though it hasn't even happened	☐	☐	☐	☐	☐
3. I reduce the amount of effort I'm putting in	☐	☐	☐	☐	☐
4. I talk to someone who could do something about the problem	☐	☐	☐	☐	☐
5. I learn to live with it	☐	☐	☐	☐	☐
6. I put aside other activities in order to concentrate on this one	☐	☐	☐	☐	☐
7. I seek God's help	☐	☐	☐	☐	☐
8. I try to see it in a different light, to make it seem more positive	☐	☐	☐	☐	☐
9. I restrain myself from doing anything too quickly	☐	☐	☐	☐	☐
10. I turn to work or other substitute activities to take my mind off things	☐	☐	☐	☐	☐
11. I get sympathy and understanding from someone	☐	☐	☐	☐	☐
12. I accept that it has happened and can't be changed	☐	☐	☐	☐	☐
13. I focus on dealing with this problem and if necessary let other things slide a little	☐	☐	☐	☐	☐
14. I get upset and let my emotions out	☐	☐	☐	☐	☐
15. I do what has to be done, one step at a time	☐	☐	☐	☐	☐
16. I put my trust in God	☐	☐	☐	☐	☐
17. I make sure not to make matters worse by acting too soon	☐	☐	☐	☐	☐
18. I try hard to prevent other things from interfering with my efforts to deal with it	☐	☐	☐	☐	☐
19. I daydream about things	☐	☐	☐	☐	☐
20. I force myself to wait for the right time to do something	☐	☐	☐	☐	☐
21. I concentrate my efforts on doing something	☐	☐	☐	☐	☐
22. I try to get emotional support from my friends and relatives	☐	☐	☐	☐	☐
23. I look for some good in what is happening	☐	☐	☐	☐	☐
24. I try to come up with a strategy about what to do	☐	☐	☐	☐	☐
25. I just give up	☐	☐	☐	☐	☐
26. I drink alcohol or take drugs in order to think about it less	☐	☐	☐	☐	☐

	I don't do this at all.	I do this a little.	I do this a medium amount.	I do this a lot.	I do this all the time.
27. I take additional action to try to get rid of the problem	☐	☐	☐	☐	☐
28. I keep myself from getting distracted by other thoughts or activities	☐	☐	☐	☐	☐
29. I try to grow as a person as a result of the experience	☐	☐	☐	☐	☐
30. I accept the reality of the fact that it happened	☐	☐	☐	☐	☐
31. I try to find comfort in my religion	☐	☐	☐	☐	☐
32. I let my feelings out	☐	☐	☐	☐	☐
33. I talk to someone to find out more about the situation	☐	☐	☐	☐	☐
34. I learn something from the experience	☐	☐	☐	☐	☐
35. I say to myself 'this isn't real'	☐	☐	☐	☐	☐
36. I pretend that it hasn't really happened	☐	☐	☐	☐	☐
37. I hold off doing anything about it until the situation permits	☐	☐	☐	☐	☐
38. I think hard about what steps to take	☐	☐	☐	☐	☐
39. I admit to myself that I cant deal with it and quit trying	☐	☐	☐	☐	☐
40. I feel a lot of emotional distress and find myself expressing those feelings a lot	☐	☐	☐	☐	☐
41. I pray more than usual	☐	☐	☐	☐	☐
42. I go to the movies or watch T.V. to think about it less	☐	☐	☐	☐	☐
43. I get advice from someone about what to do	☐	☐	☐	☐	☐
44. I get used to the idea that it happened	☐	☐	☐	☐	☐
45. I sleep more than usual	☐	☐	☐	☐	☐
46. I make a plan of action	☐	☐	☐	☐	☐
47. I discuss my feelings with someone	☐	☐	☐	☐	☐
48. I get upset and I am really aware of it	☐	☐	☐	☐	☐
49. I refuse to believe that it has happened	☐	☐	☐	☐	☐
50. I think about how I might best handle the problem	☐	☐	☐	☐	☐
51. I take direct action to get around the problem	☐	☐	☐	☐	☐
52. I talk to someone about how I feel	☐	☐	☐	☐	☐

There are a number of statements and questions below. Please answer to the best of your ability how true you think the following statements are of yourself, your colleagues and your workplace. Please give your honest opinion, and remember to mark one box only. Please answer according to the scale provided.

1 - Not at all,
2 - Somewhat,
3 - Generally,
4 - Almost Always,
5 - Completely.

	1	2	3	4	5
1. How clear are you about what your organisation's objectives are?	☐	☐	☐	☐	☐
2. To what extent do you think they are useful and appropriate objectives?	☐	☐	☐	☐	☐
3. How far are you in agreement with these objectives?	☐	☐	☐	☐	☐
4. To what extent do you think your colleagues agree with these objectives?	☐	☐	☐	☐	☐
5. To what extent do you think your organisation's objectives are understood by other members of the service?	☐	☐	☐	☐	☐
6. To what extent do you think the objectives of your organisation can actually be achieved?	☐	☐	☐	☐	☐
7. How worthwhile are these objectives to you?	☐	☐	☐	☐	☐
8. How worthwhile are these objectives to the whole organisation?	☐	☐	☐	☐	☐
9. How worthwhile are these objectives to wider society?	☐	☐	☐	☐	☐
10. To what extent do you think these objectives are realistic and can be obtained?	☐	☐	☐	☐	☐
11. To what extent do you think your colleagues are committed to these objectives?	☐	☐	☐	☐	☐
12. How friendly or easy to approach are the people in your district/division?	☐	☐	☐	☐	☐
13. How supportive are the other employees in your station?	☐	☐	☐	☐	☐
14. Do other colleagues have a genuine concern over your personal well being?	☐	☐	☐	☐	☐
15. We share information generally in the station rather than keeping it to ourselves	☐	☐	☐	☐	☐
16. We have a 'we are in it together' attitude	☐	☐	☐	☐	☐
17. We all influence each other	☐	☐	☐	☐	☐
18. People keep each other informed about work related issues	☐	☐	☐	☐	☐
19. People feel understood and accepted by each other	☐	☐	☐	☐	☐
20. Everyone's view is listened to even if it is a minority	☐	☐	☐	☐	☐
21. There are real attempts to share information throughout the district/division	☐	☐	☐	☐	☐
22. There is a lot of give and take	☐	☐	☐	☐	☐

1 - Not at all,
2 - Somewhat,
3 - Generally,
4 - Almost Always,
5 - Completely.

	1	2	3	4	5
23. This station is always moving towards the development of new ideas	☐	☐	☐	☐	☐
24. Assistance in developing new ideas is readily available	☐	☐	☐	☐	☐
25. The members of this district/division are open and responsive to change	☐	☐	☐	☐	☐
26. Colleagues are always searching for fresh new ways of looking at problems	☐	☐	☐	☐	☐
27. In this district/division we take the time to develop new ideas	☐	☐	☐	☐	☐
28. People in this district/division co-operate in order to help develop and apply new ideas	☐	☐	☐	☐	☐
29. Employees provide and share resources to help in the application of new ideas	☐	☐	☐	☐	☐
30. Colleagues provide practical support for new ideas and their application	☐	☐	☐	☐	☐
31. People try to control each other	☐	☐	☐	☐	☐
32. We keep in regular contact with each other	☐	☐	☐	☐	☐
33. Do your colleagues provide useful ideas and practical help to enable you to do your job to the best of your ability?	☐	☐	☐	☐	☐
34. Do you and your colleagues monitor each other so as to maintain a higher standard of work?	☐	☐	☐	☐	☐
35. Are members prepared to question the basis of what the organisation is doing?	☐	☐	☐	☐	☐
36. Does the district/division as a group, critically appraise potential weaknesses in what it is doing in order to achieve the best possible outcome?	☐	☐	☐	☐	☐
37. Do employees build on each others ideas in order to achieve the best possible outcome?	☐	☐	☐	☐	☐
38. Is there a real concern among district/divisional members that the station should achieve the highest standards of performance?	☐	☐	☐	☐	☐
39. Does the district/division have a clear criteria which members try to meet in order to achieve excellence as a team?	☐	☐	☐	☐	☐
40. People try to win by pushing and keeping their own original views	☐	☐	☐	☐	☐
41. We keep in touch with each other as members of the same station	☐	☐	☐	☐	☐
42. People try to blame each other	☐	☐	☐	☐	☐
43. Employees of this station meet frequently to talk both formally and informally	☐	☐	☐	☐	☐
44. We interact frequently	☐	☐	☐	☐	☐

For each of the following statements please indicate which one best describes your opinion about your job.
Please mark one box only.

1 - Strongly Agree,
2 - Agree,
3 - Undecided,
4 - Disagree,
5 - Strongly Disagree.

	1	2	3	4	5
1. My job is like a hobby to me	☐	☐	☐	☐	☐
2. My job is usually interesting enough to keep me from getting bored	☐	☐	☐	☐	☐
3. It seems that my friends are more interested in their jobs than I am in mine	☐	☐	☐	☐	☐
4. I consider my job rather unpleasant	☐	☐	☐	☐	☐
5. I enjoy my work more than my leisure time	☐	☐	☐	☐	☐
6. I am often bored with my job	☐	☐	☐	☐	☐
7. I feel fairly well satisfied with my present job	☐	☐	☐	☐	☐
8. Most of the time I have to force myself to go to work	☐	☐	☐	☐	☐
9. I am satisfied with my job at this moment	☐	☐	☐	☐	☐
10. I feel that my job is no more interesting than others I could get	☐	☐	☐	☐	☐
11. I definitely dislike my work	☐	☐	☐	☐	☐
12. I feel that I am happier in my work than most other people	☐	☐	☐	☐	☐
13. Most days I am enthusiastic about my work	☐	☐	☐	☐	☐
14. Each day of work seems like it will never end	☐	☐	☐	☐	☐
15. I like my job better than the average worker does	☐	☐	☐	☐	☐
16. My job is pretty uninteresting	☐	☐	☐	☐	☐
17. I find real enjoyment in my work	☐	☐	☐	☐	☐
18. I am disappointed that I ever took this job	☐	☐	☐	☐	☐

APPENDIX E

Post-training Information Sheet

UNIVERSITY OF TASMANIA

Date

Information Sheet

Title of investigation
Examination of the Daily Experiences and Well-being of Police Officers: The move from Academy Training to Operational Duties.

Name of chief investigators
Professor Douglas Paton, Dr. Jane Shakespeare-Finch, Dr. Michael Ryan and Karena Burke.

Purpose of the study
The major aim of this investigation is to examine the individual and organizational determinants of police officer well-being over a period of time from initial recruitment and training through to officers becoming operational and having a number of years of experience in the field. To date most research on stress and trauma within law enforcement and emergency services professions has been based on an examination of the negative features of these occupations. This study will attempt to examine both the positive and negative aspects of police work, both from the perspective of the individual officer, and the wider organisation. This focus of this study is, therefore, to examine the processes of adaptation and adjustment to the job role of Police Officer, over a period of approximately 2 ½ years. This will involve following recruits through from their training at the Academy to their first appointments as operational officers.
The collection of this phase of data, and return of the survey is by no means an indication of, or commitment to, further participation in this project. It must be reiterated that all participant data will only be handled by Karena Burke, and at no time will the police department have any access to the names of officers who have, or have not participated.
Personal data will be treated with the highest possible regard and confidentiality will be maintained at all times.
This study is being undertaken as part of the requirements to attain a Doctor of Philosophy (PhD) by research degree in the discipline of Psychology at the University of Tasmania.

Participant Benefit
There are a number of potential benefits of this research for yourself and for your organization. While the negative or pathological issues associated with stress and traumatic stress work experiences have been well documented, it has become increasingly apparent that dealing with high-risk events can have positive consequences for officers. There has been little research conducted into the latter area of positive outcomes following trauma exposure. If the mechanisms that lead to these outcomes can be identified, existing support practices can be complemented and there is the potential for the development of additional techniques to be used in the selection and training of officers.

Study procedures
This phase of the study involves the completion of a short questionnaire. It is envisaged that the questionnaire should take about 20 minutes to complete. After returning the questionnaire, you will be contacted by the researcher and invited to take part in an interview. The interview will take the form of a series of questions relating to the surveys which were completed during the initial testing period and the questionnaire completed within this phase of the study.
Completion of the questionnaire does not commit you to participation at any future stage of the project.

Possible risks or discomforts
This study deals, in part, with your reactions to traumatic stress and volatile situations. It is possible that some people may experience some emotional and/or psychological distress associated with the procedures used in this study. If this becomes problematic the staff support unit will be available to discuss the matter with you.
Any participant concerns arising during the course of the study will be addressed as soon as possible and all participants will be contacted at the conclusion of the study to ensure there are no remaining issues needing to be dealt with.

Confidentiality

As respondents need to be continually re-identified throughout the study, each participant has been randomly allocated a 4 digit code number. The list of codes and names are kept separately from the numerical data, in a locked, password protected file with restricted access. All numerical data will be kept on a password protected computer in the School of Psychology at the University of Tasmania. It is an ethical requirement of the University that all data be kept for a period of five years after which time the data will be destroyed/deleted.

Freedom to refuse or withdraw
Your participation in this project is entirely voluntary. You may take part at your discretion, but are under no obligation to participate if you do not wish to do so. You are not required in any way by Tasmania Police to take part in this study, and you will not suffer professionally or personally if you choose not to take part, or if you choose to withdraw your participation at any stage. You are free to withdraw at any time without prejudice.

Contact persons
If you require and additional information about this project or your involvement in it, please contact Karena Burke (Karena.Burke@utas.edu.au) or Professor Douglas Paton (Douglas.Paton@utas.edu.au). Enquiries may also be directed to either of the above mentioned people by contacting the School of Psychology in Launceston on (03) 6324 3191.

Statement regarding approval
This investigation has been given approval by the Northern Tasmania Social Sciences Human Research Ethics Committee and has the support of Tasmania Police.

Concerns or complaints
If you have any concerns of an ethical nature or complaints about the manner in which this investigation is conducted, please contact the Chair or Executive Officer of the Northern Tasmania Social Sciences Human Research Ethics Committee.

Chair:	**Professor Roger Fay**	**(6324 3576)**
Executive Officer:	Amanda McAuliy	(6226 2763)

Results of investigation
Tasmania Police will be provided with a full copy of the results at the conclusion of the study. A short report of the results will also be placed on the School of Psychology homepage on the university website http://www.arts.utas.edu.au/psychol. If any participant wishes to be informed of the results in any other way please do not hesitate to contact the researcher either by email or phone. Preliminary results may be available at different stages during the course of the investigation, if this is the case, all participants will be made aware of and be given the opportunity to inspect a short report outlining these results. Any list kept by the researcher of the participants who would like a report (preliminary, final or both), will be kept separately from the data files in order to preserve the anonymity of the participants.

Information Sheet and Consent Form
All participants will be provided with a copy of the information sheet to keep. Please note that completion of the survey booklet is indicative of your consent to take part in this stage of the project.
You may be reconstacted at a later stage to participate in further stages of this study. Your participation at this stage does not in any way commit you to further participation.

Professor Douglas Paton
(Primary Supervisor)

Dr. Jane Shakespeare-Finch
(Co-Supervisor)

Dr. Michael Ryan
(Project Adviser)

Karena Burke (BA Hons)
(PhD Candidate)

APPENDIX F

Assumption Testing and Reliability Indices – Baseline and Post-training Data.

Prior to analysis, all variables for both time points were examined utilising various SPSS tools for accuracy of data entry, missing values and fit between their distributions and the assumptions of multivariate analysis. There were very few missing values and those that were, were dispersed randomly through the data set. No questionnaires within the test booklets at either phase remained incomplete, and missing data was within questionnaires only (i.e, one or two items that were not answered or overlooked by participants). All missing data was replaced by mean substitution of the value for each cases on the particular subscale or scale from which the data item belonged.

Baseline Data. A number of cases with z scores > 3.29 were identified as univariate outliers. These fell in distinct patterns with 6 extreme scores being identified on the religious coping subscale of the COPE, and a further 6 on the alcohol/drug coping subscale. For both subscales the outliers identified were found to be exclusively those individuals who reported very high use of each of the respective coping strategies. As a result, rather than excluding these outliers from the analysis, both the religious and alcohol/drug coping subscales were trimmed in accordance with the procedure described in Howell (2002). Re-analysis showed all z scores < 3.29, and thus all cases were retained for analysis.

The data was examined both visually and statistically for Skewness and Kurtosis. Ten of the 33 variables were found to be significantly positively skewed. As a result Square Root and/or Log 10 transformations were conducted on each variable, depending on their extent of skewness (Tabachnick & Fidell, 2001). All variables were examined for normality after transformations and it was found that only one variable, total stress, had benefited from the transformation and was now within the bounds of a normal distribution. The remaining 9 variables; General distress, somatic distress, religious coping, denial, behavioural disengagement, intrusion, hyperarousal, IES total and PTGI – Spiritual change factor, still showed significant deviations from normality. Consequently, all subsequent analyses were performed on untransformed data in order to aid the interpretability of the results. This decision was also justified on the grounds

that the instruments on which skewness was found are widely used, and thus transformations of the data may have hindered the generalisability and interpretability of the results (Tabachnick & Fidell, 2001).

Analyses were also performed on the untransformed total stress score despite transformation being successful because from the three subscales which make up the total score, two were positively skewed and did not benefit from transformation, while the third was normally distributed. Again, while transformation may hinder interpretability and generalisability, the overall aim of this study was to examine changes in these constructs over time, and transformations at this stage of the study make change analyses more difficult over time. Furthermore, while total stress did deviate significantly from normality, it was the variable of the 10 which was the least significantly skewed. Several variables were also identified as having significant positive kurtosis. However, as the sample size in this case exceeds 100, transformations were not considered as Waternaux (1976, as cited in Tabachnick & Fidell, 2001) argues that any underestimates of variance associated with positive kurtosis disappear with samples over this size.

Two cases were identified as mulitivariate outliers using malhalanobis distance at χ^2 (33)= 63.87, p<.001. Stepwise regression was performed on each case in isolation to ascertain on which variables the cases were deviant. For participant 81, the variables which distinguished them from the remaining sample were Religious Coping (p<.001), Mental Disengagement (p<.01) and Denial (p<.05). For Participant 154, scores significantly deviated from the sample on Alcohol/Drug coping (p<.001), Extraversion (p<.001), IES Total (p<.001), Neuroticism (p<.01), and Openness to Experience (p<.01). Both cases were excluded from subsequent analyses.

Post-training Data. A number of cases with z scores > 3.29 were identified as univariate outliers. These again fell in a distinct pattern, as in the baseline phase, and all outliers were exclusively those individuals having scored highly on the respective scale very wordy. However, the affected scales were more diverse and it appeared that a small number of individual participants were responsible for a large number of the outlying scores. Thus the data was examined for multivariate outliers prior to dealing with the univariate outliers.

Using malhalanobis distance at χ^2 (27) = 55.48, p<.001, two cases (participant numbers 27 and 93) were identified as multivariate outliers. Stepwise regression was then performed on each case in isolation to determine the variables on which each case was deviant. For participant 27, their scores on the variables of denial, behavioural disengagement, alcohol/drug disengagement, suppression of competing activities, instrumental social support, vision and job satisfaction distinguished them from the remaining cohort. For participant 93, deviations from the sample occurred on religious coping, behavioural disengagement, planning, organisational uplifts, organisational hassles, operational hassles, and participation. Subsequently, the univariate outliers were trimmed in accordance with Howell (2002) and reanalysis indicated all but 1 case now had z scores < 3.29. This remaining univariate outlier was participant 93 on religious coping. The two multivariate outliers were then reanalysed using the trimmed means, and all variables originally identified for each participant still indicated significant deviations from the remaining sample. On this basis cases 27 and 93 were excluded from subsequent analyses.

The data was examined both visually and statistically for Skewness and Kurtosis. Eight of the variables being examined were found to be significantly positively skewed (general distress, somatic distress, total stress, organisational hassles, religious coping, focus on and venting of emotions, denial and alcohol/drug disengagement), while one variable, organisational uplifts, was found to have significant negative skewness. It was noted that the skewness of stress variables was consistent with the baseline phase. Six variables (organisational uplifts, general distress, total stress, religious coping, alcohol/drug disengagement and job satisfaction) were also identified as having significant positive kurtosis. Again the sample size in this case exceeds 100, so transformations were not considered (Waternaux, 1976; as cited in Tabachnick & Fidell, 2001). None of the variables were negatively kurtotic.

Reliability of Measures. All instruments administered in each phase were examined for internal consistency utilising cronbach's alpha and showed moderate to high levels of reliability (Table F-1). Split-half reliabilities were also conducted yielding similar results for all the instruments. These analyses also showed that the internal consistency of the overall COPE and the HSCL-21 to be very similar across the baseline and post-training phases.

Table F-1

Cronbach's Alpha and Split-half Reliability Statistics for Each Instrument Used in the Baseline (BL) and Post-training (PT) Phases of the Current Study

Scale	Baseline α	BL Split-half	Post-Train α	PT Split-half
Overall NEO-FFI	.67	.74	-	-
Neuroticism	.82	-	-	-
Extraversion	.76	-	-	-
Openness	.66	-	-	-
Agreeableness	.70	-	-	-
Conscientiousness	.82	-	-	-
Overall COPE	.89	.88	.89	.83
Total HSCL-21	.88	.80	.88	.88
Total IES-R	.93	.90	-	-
Total PTGI	.96	.94	-	-
Police Daily Hassles Scale	-	-	.98	.96
Police Daily Uplifts Scale	-	-	.95	.91
Team Climate Inventory	-	-	.97	.86
Job Satisfaction Inventory	-	-	.88	.91
N	158			106

APPENDIX G

Stress and Trauma Group Analyses – Baseline Phase.

Group Statistics

	Severity	N	Mean	Std. Deviation	Std. Error Mean
BHSCLTot	No Trauma	67	34.6772	7.30962	.89301
	Trauma	91	34.4216	6.35956	.66666
HSCL Factor 1 - Performance Difficulties	No Trauma	67	13.5397	3.08592	.37700
	Trauma	91	13.0237	2.77283	.29067
HSCL Factor 2 - General feelings of distress	No Trauma	67	10.4258	3.02047	.36901
	Trauma	91	10.5992	2.76406	.28975
HSCL Factor 3 - Somatic Distress	No Trauma	67	10.7266	2.92091	.35685
	Trauma	91	10.7987	2.85660	.29945

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
BHSCLTot	Equal variances assumed	1.943	.165	.234	156	.815	.25552	1.09108	-1.89969	2.41072
	Equal variances not assumed			.229	130.370	.819	.25552	1.11441	-1.94915	2.46018
HSCL Factor 1 - Performance Difficulties	Equal variances assumed	1.106	.294	1.102	156	.272	.51597	.46835	-.40917	1.44110
	Equal variances not assumed			1.084	133.257	.280	.51597	.47605	-.42562	1.45756
HSCL Factor 2 - General feelings of distress	Equal variances assumed	.006	.936	-.375	156	.708	-.17341	.46287	-1.08771	.74089
	Equal variances not assumed			-.370	134.876	.712	-.17341	.46917	-1.10130	.75448
HSCL Factor 3 - Somatic Distress	Equal variances assumed	.047	.829	-.155	156	.877	-.07211	.46426	-.98916	.84494
	Equal variances not assumed			-.155	140.566	.877	-.07211	.46584	-.99308	.84885

APPENDIX H

Gender analyses for changes in coping Baseline to Follow-up.

Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.
time	Pillai's Trace	.171	21.868[a]	1.000	106.000	.000
	Wilks' Lambda	.829	21.868[a]	1.000	106.000	.000
	Hotelling's Trace	.206	21.868[a]	1.000	106.000	.000
	Roy's Largest Root	.206	21.868[a]	1.000	106.000	.000
time * Gender	Pillai's Trace	.053	5.977[a]	1.000	106.000	.016
	Wilks' Lambda	.947	5.977[a]	1.000	106.000	.016
	Hotelling's Trace	.056	5.977[a]	1.000	106.000	.016
	Roy's Largest Root	.056	5.977[a]	1.000	106.000	.016
coping	Pillai's Trace	.960	174.665[a]	13.000	94.000	.000
	Wilks' Lambda	.040	174.665[a]	13.000	94.000	.000
	Hotelling's Trace	24.156	174.665[a]	13.000	94.000	.000
	Roy's Largest Root	24.156	174.665[a]	13.000	94.000	.000
coping * Gender	Pillai's Trace	.243	2.316[a]	13.000	94.000	.010
	Wilks' Lambda	.757	2.316[a]	13.000	94.000	.010
	Hotelling's Trace	.320	2.316[a]	13.000	94.000	.010
	Roy's Largest Root	.320	2.316[a]	13.000	94.000	.010
time * coping	Pillai's Trace	.617	11.638[a]	13.000	94.000	.000
	Wilks' Lambda	.383	11.638[a]	13.000	94.000	.000
	Hotelling's Trace	1.610	11.638[a]	13.000	94.000	.000
	Roy's Largest Root	1.610	11.638[a]	13.000	94.000	.000
time * coping * Gender	Pillai's Trace	.133	1.109[a]	13.000	94.000	.361
	Wilks' Lambda	.867	1.109[a]	13.000	94.000	.361
	Hotelling's Trace	.153	1.109[a]	13.000	94.000	.361
	Roy's Largest Root	.153	1.109[a]	13.000	94.000	.361

a. Exact statistic

b.
Design: Intercept+Gender
Within Subjects Design: time+coping+time*coping

Mauchly's Test of Sphericity[b]

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon[a]		
					Greenhous e-Geisser	Huynh-Feldt	Lower-bound
time	1.000	.000	0	.	1.000	1.000	1.000
coping	.003	583.615	90	.000	.407	.435	.077
time * coping	.028	363.501	90	.000	.605	.664	.077

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

b.
Design: Intercept+Gender
Within Subjects Design: time+coping+time*coping

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
time	Sphericity Assumed	302.176	1	302.176	21.868	.000
	Greenhouse-Geisser	302.176	1.000	302.176	21.868	.000
	Huynh-Feldt	302.176	1.000	302.176	21.868	.000
	Lower-bound	302.176	1.000	302.176	21.868	.000
time * Gender	Sphericity Assumed	82.593	1	82.593	5.977	.016
	Greenhouse-Geisser	82.593	1.000	82.593	5.977	.016
	Huynh-Feldt	82.593	1.000	82.593	5.977	.016
	Lower-bound	82.593	1.000	82.593	5.977	.016
Error(time)	Sphericity Assumed	1464.752	106	13.818		
	Greenhouse-Geisser	1464.752	106.000	13.818		
	Huynh-Feldt	1464.752	106.000	13.818		
	Lower-bound	1464.752	106.000	13.818		
coping	Sphericity Assumed	34979.595	13	2690.738	366.442	.000
	Greenhouse-Geisser	34979.595	5.290	6612.681	366.442	.000
	Huynh-Feldt	34979.595	5.653	6188.001	366.442	.000
	Lower-bound	34979.595	1.000	34979.595	366.442	.000
coping * Gender	Sphericity Assumed	379.279	13	29.175	3.973	.000
	Greenhouse-Geisser	379.279	5.290	71.700	3.973	.001
	Huynh-Feldt	379.279	5.653	67.096	3.973	.001
	Lower-bound	379.279	1.000	379.279	3.973	.049
Error(coping)	Sphericity Assumed	10118.486	1378	7.343		
	Greenhouse-Geisser	10118.486	560.716	18.046		
	Huynh-Feldt	10118.486	599.198	16.887		
	Lower-bound	10118.486	106.000	95.457		
time * coping	Sphericity Assumed	621.097	13	47.777	11.260	.000
	Greenhouse-Geisser	621.097	7.868	78.943	11.260	.000
	Huynh-Feldt	621.097	8.638	71.899	11.260	.000
	Lower-bound	621.097	1.000	621.097	11.260	.001
time * coping * Gender	Sphericity Assumed	70.235	13	5.403	1.273	.222
	Greenhouse-Geisser	70.235	7.868	8.927	1.273	.255
	Huynh-Feldt	70.235	8.638	8.131	1.273	.250
	Lower-bound	70.235	1.000	70.235	1.273	.262
Error(time*coping)	Sphericity Assumed	5846.892	1378	4.243		
	Greenhouse-Geisser	5846.892	833.976	7.011		
	Huynh-Feldt	5846.892	915.676	6.385		
	Lower-bound	5846.892	106.000	55.159		

APPENDIX I

Correlations between Personality and Constructs Measured in the Post-training Phase

Correlations

Pearson Correlation

	PtPerfDiff	PtGenDist	PtSomDist	PtHSCLTot	PtActive	PtPlann	PtSupp	PtRestrain	PtSSI	PtSSE
PtPerfDiff	1	.566**	.437**	.806**	-.239*	-.294**	.029	-.224*	-.057	.057
PtGenDist	.566**	1	.599**	.886**	.003	-.091	.203*	.010	-.007	.088
PtSomDist	.437**	.599**	1	.796**	.065	-.066	.266**	.004	.006	.145
PtHSCLTot	.806**	.886**	.796**	1	-.071	-.181	.197*	-.083	-.024	.113
PtActive	-.239*	.003	.065	-.071	1	.681**	.431**	.612**	.512**	.032
PtPlann	-.294**	-.091	-.066	-.181	.681**	1	.378**	.551**	.496**	.000
PtSupp	.029	.203*	.266**	.197*	.431**	.378**	1	.585**	.220*	.152
PtRestrain	-.224*	.010	.004	-.083	.612**	.551**	.585**	1	.391**	.064
PtSSI	-.057	-.007	.006	-.024	.512**	.496**	.220*	.391**	1	.264**
PtSSE	.057	.088	.145	.113	.032	.000	.152	.064	.264**	1
PtPosre	-.266**	-.068	-.095	-.170	.615**	.438**	.220*	.457**	.460**	.116
PtAccept	-.207*	.069	.131	-.005	.691**	.644**	.509**	.611**	.423**	-.067
PtReligion	.236*	.193*	.204*	.252**	-.079	-.080	.126	-.042	-.049	.040
PtFandV	.459**	.468**	.386**	.530**	-.179	-.112	.152	-.078	.065	.556**
PtDenial	.239*	.437**	.230*	.372**	.001	-.092	.334**	.171	-.023	.072
PtBDis	.437**	.504**	.253**	.489**	-.104	-.172	.258**	-.048	-.087	-.098
PtMDis	.204*	.403**	.342**	.383**	-.076	-.111	.327**	.172	-.074	.240*
PtAlcDrg	.355**	.421**	.300**	.436**	-.097	-.208*	.000	-.082	-.145	.166
TotJS	-.269**	-.366**	-.226*	-.351**	.095	.122	-.415**	-.222*	.067	-.247*
OpUplift	.207*	.193*	.246*	.256**	-.135	-.255**	.032	-.134	.175	.168
OrgUplift	.155	.024	.178	.135	-.107	-.172	-.025	-.054	.156	.206*
OpHass	.445**	.641**	.491**	.638**	-.033	-.074	.433**	.062	-.020	.158
OrgHass	.422**	.637**	.403**	.596**	-.111	-.182	.384**	.041	-.098	.102
vision	-.279**	-.326**	-.098	-.292**	.027	.105	-.073	.132	.179	.047
participate	-.219*	-.427**	-.079	-.307**	.068	.127	-.171	.007	.303**	.191
innovation	-.213*	-.317**	-.049	-.244*	-.015	.123	-.087	.135	.131	.170
taskorien	-.258**	-.351**	-.123	-.304**	.156	.198*	-.040	.236*	.246*	.216*
interaction	-.176	-.153	.026	-.130	.155	.074	.006	.277**	.178	-.027
Persoanlity 1 - Neuroticism	.351**	.300**	.247*	.362**	-.320**	-.285**	-.096	-.208*	-.214*	-.029
Personality 2 - Extraversion	-.170	-.049	.026	-.081	.107	.138	.065	.056	-.019	.007

Correlations

Pearson Correlation

	PtPerfDiff	PtGenDist	PtSomDist	PtHSCLTot	PtActive	PtPlann	PtSupp	PtRestrain	PtSSI	PtSSE
Persoanlity 3 - Openness to Experience	.002	.055	-.121	-.017	.031	.129	-.016	.055	-.004	.128
Personality 4 - Agreeableness	-.020	.098	.076	.063	-.047	-.052	.015	-.010	-.119	-.065
Personality 5 - Conscientiousness	-.010	.069	.090	.059	.160	.207*	-.002	.131	.195*	.008
IES Factor 1 - Intrusion	.122	.017	.100	.092	-.094	-.014	-.039	.052	-.072	.080
IES Factor 2 - Avoidance	.052	.024	-.053	.013	-.131	.012	-.068	-.029	-.164	-.019
IES Factor 3 - Hyperarousal	.072	-.018	-.003	.020	-.107	-.055	-.110	-.017	-.137	-.069
IES Total Score	.093	.012	.023	.051	-.121	-.015	-.072	.008	-.131	.011
PTGI Factor 1 - Relating to Others	.141	.100	-.029	.091	-.270**	-.100	-.082	-.102	-.187	.042
PTGI Factor 2 - New Possibilites	.116	.125	-.037	.089	-.186	-.012	-.005	.028	-.071	.030
PTGI Factor 3 - Personal Strength	.103	.092	-.050	.065	-.143	.003	.099	-.035	-.145	-.098
PTGI Factor 4 - Spiritual Change	.224*	.203*	.111	.219*	-.198*	-.123	.050	-.064	-.033	.038
PTGI Factor 5 - Appreciation of Life	.201*	.203*	.042	.186	-.150	-.077	.043	.017	-.119	-.037
PTGI Total Score	.166	.149	-.016	.127	-.231*	-.064	.005	-.040	-.148	-.003

Correlations

Pearson Correlation

	PtPosre	PtAccept	PtReligion	PtFandV	PtDenial	PtBDis	PtMDis	PtAlcDrg	TotJS	OpUplift
PtPerfDiff	-.266**	-.207*	.236*	.459**	.239*	.437**	.204*	.355**	-.269**	.207*
PtGenDist	-.068	.069	.193*	.468**	.437**	.504**	.403**	.421**	-.366**	.193*
PtSomDist	-.095	.131	.204*	.386**	.230*	.253**	.342**	.300**	-.226*	.246*
PtHSCLTot	-.170	-.005	.252**	.530**	.372**	.489**	.383**	.436**	-.351**	.256**
PtActive	.615**	.691**	-.079	-.179	.001	-.104	-.076	-.097	.095	-.135
PtPlann	.438**	.644**	-.080	-.112	-.092	-.172	-.111	-.208*	.122	-.255**
PtSupp	.220*	.509**	.126	.152	.334**	.258**	.327**	.000	-.415**	.032
PtRestrain	.457**	.611**	-.042	-.078	.171	-.048	.172	-.082	-.222*	-.134
PtSSI	.460**	.423**	-.049	.065	-.023	-.087	-.074	-.145	.067	.175
PtSSE	.116	-.067	.040	.556**	.072	-.098	.240*	.166	-.247*	.168
PtPosre	1	.607**	.007	-.075	-.043	-.202*	.026	-.156	.222*	.181
PtAccept	.607**	1	-.030	-.190	.089	-.131	-.025	-.181	-.003	-.036
PtReligion	.007	-.030	1	.220*	.175	.220*	.190	.081	-.127	.092
PtFandV	-.075	-.190	.220*	1	.276**	.368**	.409**	.474**	-.328**	.151
PtDenial	-.043	.089	.175	.276**	1	.577**	.595**	.266**	-.449**	.144
PtBDis	-.202*	-.131	.220*	.368**	.577**	1	.418**	.413**	-.235*	.106
PtMDis	.026	-.025	.190	.409**	.595**	.418**	1	.233*	-.291**	.087
PtAlcDrg	-.156	-.181	.081	.474**	.266**	.413**	.233*	1	-.130	.102
TotJS	.222*	-.003	-.127	-.328**	-.449**	-.235*	-.291**	-.130	1	.051
OpUplift	.181	-.036	.092	.151	.144	.106	.087	.102	.051	1
OrgUplift	.109	-.098	.115	.096	-.030	-.080	.134	.090	.078	.716**
OpHass	-.104	-.004	.171	.392**	.306**	.412**	.320**	.265**	-.480**	.338**
OrgHass	-.179	-.112	.179	.449**	.376**	.512**	.356**	.318**	-.546**	.268**
vision	.175	.177	-.114	-.194*	-.090	-.375**	-.114	-.143	.233*	.041
participate	.294**	.136	-.043	-.197*	-.247*	-.522**	-.259**	-.181	.352**	.363**
innovation	.187	.193*	.007	-.203*	.015	-.361**	-.138	-.121	.129	.156
taskorien	.250**	.163	-.081	-.159	-.063	-.384**	-.208*	-.169	.227*	.166
interaction	.325**	.215*	.106	-.252**	.127	-.264**	.032	-.196*	.169	.249*
Persoanlity 1 - Neuroticism	-.291**	-.181	.228*	.160	.249*	.170	.101	.033	-.093	.158
Personality 2 - Extraversion	.130	.071	-.141	-.085	.077	-.046	.188	.019	.183	.049

Correlations

Pearson Correlation

	PtPosre	PtAccept	PtReligion	PtFandV	PtDenial	PtBDis	PtMDis	PtAlcDrg	TotJS	OpUplift
Personality 3 - Openness to Experience	.011	.047	-.085	.151	-.070	-.036	-.085	-.021	-.060	-.081
Personality 4 - Agreeableness	.028	.039	.044	.085	-.080	.044	.029	.033	-.005	.084
Personality 5 - Conscientiousness	.104	.195*	-.268**	-.041	-.086	-.126	-.090	.095	-.063	-.069
IES Factor 1 - Intrusion	-.026	-.029	.125	.170	-.034	-.061	.085	.017	-.176	-.071
IES Factor 2 - Avoidance	-.077	-.149	.037	.024	.027	-.004	.029	-.033	-.088	-.107
IES Factor 3 - Hyperarousal	-.053	-.057	.040	.068	-.079	-.092	.015	.010	-.125	-.135
IES Total Score	-.055	-.087	.081	.103	-.025	-.052	.053	-.003	-.145	-.108
PTGI Factor 1 - Relating to Others	-.210*	-.184	.083	.184	.081	.218*	.111	.030	-.073	.031
PTGI Factor 2 - New Possibilites	-.128	-.087	.004	.182	-.038	.144	-.004	.096	-.090	-.011
PTGI Factor 3 - Personal Strength	-.168	-.062	-.009	.113	.043	.211*	.112	.022	-.145	-.075
PTGI Factor 4 - Spiritual Change	-.083	-.027	.437**	.074	.060	.228*	.154	-.005	-.098	.123
PTGI Factor 5 - Appreciation of Life	-.138	-.057	-.026	.165	.066	.218*	.099	.132	-.201*	.008
PTGI Total Score	-.186	-.120	.062	.184	.046	.231*	.098	.068	-.133	.002

Correlations

Pearson Correlation

	OrgUplift	OpHass	OrgHass	vision	participate	innovation	taskorien	interaction	Persoanlity 1 - Neuroticism	Personality 2 - Extraversion
PtPerfDiff	.155	.445**	.422**	-.279**	-.219*	-.213*	-.258**	-.176	.351**	-.170
PtGenDist	.024	.641**	.637**	-.326**	-.427**	-.317**	-.351**	-.153	.300**	-.049
PtSomDist	.178	.491**	.403**	-.098	-.079	-.049	-.123	.026	.247*	.026
PtHSCLTot	.135	.636**	.596**	-.292**	-.307**	-.244*	-.304**	-.130	.362**	-.081
PtActive	-.107	-.033	-.111	.027	.068	-.015	.156	.155	-.320**	.107
PtPlann	-.172	-.074	-.182	.105	.127	.123	.198*	.074	-.285**	.138
PtSupp	-.025	.433**	.384**	-.073	-.171	-.087	-.040	.006	-.096	.065
PtRestrain	-.054	.062	.041	.132	.007	.135	.236*	.277**	-.208*	.056
PtSSI	.156	-.020	-.098	.179	.303**	.131	.246*	.178	-.214*	-.019
PtSSE	.206*	.158	.102	.047	.191	.170	.216*	-.027	-.029	.007
PtPosre	.109	-.104	-.179	.175	.294**	.187	.250**	.325**	-.291**	.130
PtAccept	-.098	-.004	-.112	.177	.136	.193*	.163	.215*	-.181	.071
PtReligion	.115	.171	.179	-.114	-.043	.007	-.081	.106	.228*	-.141
PtFandV	.096	.392**	.449**	-.194*	-.197*	-.203*	-.159	-.252**	.160	-.085
PtDenial	-.030	.306**	.376**	-.090	-.247*	.015	-.063	.127	.249*	.077
PtBDis	-.080	.412**	.512**	-.375**	-.522**	-.361**	-.384**	-.264**	.170	-.046
PtMDis	.134	.320**	.356**	-.114	-.259**	-.138	-.208*	.032	.101	.188
PtAlcDrg	.090	.265**	.318**	-.143	-.181	-.121	-.169	-.196*	.033	.019
TotJS	.078	-.480**	-.546**	.233*	.352**	.129	.227*	.169	-.093	.183
OpUplift	.716**	.338**	.268**	.041	.363**	.156	.166	.249*	.158	.049
OrgUplift	1	.163	.094	.166	.395**	.279**	.287**	.330**	.098	.046
OpHass	.163	1	.893**	-.248*	-.339**	-.384**	-.374**	-.189	.156	.000
OrgHass	.094	.893**	1	-.331**	-.498**	-.481**	-.439**	-.284**	.211*	-.055
vision	.166	-.248*	-.331**	1	.475**	.437**	.428**	.295**	-.039	.106
participate	.395**	-.339**	-.498**	.475**	1	.769**	.775**	.657**	.044	.086
innovation	.279**	-.384**	-.481**	.437**	.769**	1	.711**	.660**	.092	.053
taskorien	.287**	-.374**	-.439**	.428**	.775**	.711**	1	.643**	.101	.033
interaction	.330**	-.189	-.284**	.295**	.657**	.660**	.643**	1	.177	.120
Persoanlity 1 - Neuroticism	.098	.156	.211*	-.039	.044	.092	.101	.177	1	-.116
Personality 2 - Extraversion	.046	.000	-.055	.106	.086	.053	.033	.120	-.116	1

Correlations

Pearson Correlation

	OrgUplift	OpHass	OrgHass	vision	participate	innovation	taskorien	interaction	Persoanlity 1 - Neuroticism	Personality 2 - Extraversion
Persoanlity 3 - Openness to Experience	-.161	.049	.044	-.062	-.109	-.100	-.048	-.162	-.070	.029
Personality 4 - Agreeableness	.033	.011	-.010	.066	.026	-.031	-.042	-.041	-.077	.135
Personality 5 - Conscientiousness	.001	.048	-.030	.219*	.034	.073	-.027	-.043	-.446**	.181
IES Factor 1 - Intrusion	-.003	.021	.083	.069	-.051	-.020	-.023	-.039	.145	.076
IES Factor 2 - Avoidance	-.163	.060	.111	.046	-.086	-.071	-.075	.003	.227*	.197*
IES Factor 3 - Hyperarousal	-.090	-.032	.054	.015	-.097	-.030	-.094	-.051	.088	.134
IES Total Score	-.088	.025	.095	.053	-.081	-.044	-.064	-.029	.177	.146
PTGI Factor 1 - Relating to Others	-.020	.118	.124	-.054	-.143	-.118	-.097	-.110	.299**	.117
PTGI Factor 2 - New Possibilites	-.119	.104	.151	-.055	-.132	-.136	-.117	-.240*	.113	.028
PTGI Factor 3 - Personal Strength	-.244*	.099	.171	-.214*	-.272**	-.299**	-.225*	-.295**	.131	.048
PTGI Factor 4 - Spiritual Change	.088	.167	.189	-.034	-.102	-.086	-.073	.030	.367**	-.076
PTGI Factor 5 - Appreciation of Life	-.110	.224*	.248*	-.076	-.230*	-.210*	-.202*	-.187	.105	.093
PTGI Total Score	-.113	.152	.191*	-.104	-.206*	-.200*	-.167	-.212*	.224*	.073

Correlations

Pearson Correlation

	Persoanlity 3 - Openness to Experience	Personality 4 - Agreeableness	Personality 5 - Conscientious ness	IES Factor 1 - Intrusion	IES Factor 2 - Avoidance	IES Factor 3 - Hyperarousal	IES Total Score	PTGI Factor 1 - Relating to Others
PtPerfDiff	.002	-.020	-.010	.122	.052	.072	.093	.141
PtGenDist	.055	.098	.069	.017	.024	-.018	.012	.100
PtSomDist	-.121	.076	.090	.100	-.053	-.003	.023	-.029
PtHSCLTot	-.017	.063	.059	.092	.013	.020	.051	.091
PtActive	.031	-.047	.160	-.094	-.131	-.107	-.121	-.270**
PtPlann	.129	-.052	.207*	-.014	.012	-.055	-.015	-.100
PtSupp	-.016	.015	-.002	-.039	-.068	-.110	-.072	-.082
PtRestrain	.055	-.010	.131	.052	-.029	-.017	.008	-.102
PtSSI	-.004	-.119	.195*	-.072	-.164	-.137	-.131	-.187
PtSSE	.128	-.065	.008	.080	-.019	-.069	.011	.042
PtPosre	.011	.028	.104	-.026	-.077	-.053	-.055	-.210*
PtAccept	.047	.039	.195*	-.029	-.149	-.057	-.087	-.184
PtReligion	-.085	.044	-.268**	.125	.037	.040	.081	.083
PtFandV	.151	.085	-.041	.170	.024	.068	.103	.184
PtDenial	-.070	-.080	-.086	-.034	.027	-.079	-.025	.081
PtBDis	-.036	.044	-.126	-.061	-.004	-.092	-.052	.218*
PtMDis	-.085	.029	-.090	.085	.029	.015	.053	.111
PtAlcDrg	-.021	.033	.095	.017	-.033	.010	-.003	.030
TotJS	-.060	-.005	-.063	-.176	-.088	-.125	-.145	-.073
OpUplift	-.081	.084	-.069	-.071	-.107	-.135	-.108	.031
OrgUplift	-.161	.033	.001	-.003	-.163	-.090	-.088	-.020
OpHass	.049	.011	.048	.021	.060	-.032	.025	.118
OrgHass	.044	-.010	-.030	.083	.111	.054	.095	.124
vision	-.062	.066	.219*	.069	.046	.015	.053	-.054
participate	-.109	.026	.034	-.051	-.086	-.097	-.081	-.143
innovation	-.100	-.031	.073	-.020	-.071	-.030	-.044	-.118
taskorien	-.048	-.042	-.027	-.023	-.075	-.094	-.064	-.097
interaction	-.162	-.041	-.043	-.039	.003	-.051	-.029	-.110
Persoanlity 1 - Neuroticism	-.070	-.077	-.446**	.145	.227*	.088	.177	.299**
Personality 2 - Extraversion	.029	.135	.181	.076	.197*	.134	.146	.117

Correlations

Pearson Correlation

	Persoanlity 3 - Openness to Experience	Personality 4 - Agreeableness	Personality 5 - Conscientiousness	IES Factor 1 - Intrusion	IES Factor 2 - Avoidance	IES Factor 3 - Hyperarousal	IES Total Score	PTGI Factor 1 - Relating to Others
Persoanlity 3 - Openness to Experience	1	.138	.079	.347**	.307**	.339**	.362**	.099
Personality 4 - Agreeableness	.138	1	.200*	.115	-.068	-.038	.015	.084
Personality 5 - Conscientiousness	.079	.200*	1	.087	-.050	.074	.038	-.079
IES Factor 1 - Intrusion	.347**	.115	.087	1	.720**	.804**	.935**	.274**
IES Factor 2 - Avoidance	.307**	-.068	-.050	.720**	1	.720**	.899**	.303**
IES Factor 3 - Hyperarousal	.339**	-.038	.074	.804**	.720**	1	.897**	.165
IES Total Score	.362**	.015	.038	.935**	.899**	.897**	1	.284**
PTGI Factor 1 - Relating to Others	.099	.084	-.079	.274**	.303**	.165	.284**	1
PTGI Factor 2 - New Possibilites	.179	.080	.067	.270**	.308**	.225*	.300**	.710**
PTGI Factor 3 - Personal Strength	.111	.044	-.026	.301**	.342**	.256**	.335**	.709**
PTGI Factor 4 - Spiritual Change	.063	.036	-.190	.330**	.309**	.200*	.320**	.339**
PTGI Factor 5 - Appreciation of Life	.186	.118	.125	.297**	.330**	.224*	.320**	.698**
PTGI Total Score	.154	.089	-.009	.333**	.368**	.245*	.356**	.896**

Correlations

Pearson Correlation

	PTGI Factor 2 - New Possibilites	PTGI Factor 3 - Personal Strength	PTGI Factor 4 - Spiritual Change	PTGI Factor 5 - Appreciation of Life	PTGI Total Score
PtPerfDiff	.116	.103	.224*	.201*	.166
PtGenDist	.125	.092	.203*	.203*	.149
PtSomDist	-.037	-.050	.111	.042	-.016
PtHSCLTot	.089	.065	.219*	.186	.127
PtActive	-.186	-.143	-.198*	-.150	-.231*
PtPlann	-.012	.003	-.123	-.077	-.064
PtSupp	-.005	.099	.050	.043	.005
PtRestrain	.028	-.035	-.064	.017	-.040
PtSSI	-.071	-.145	-.033	-.119	-.148
PtSSE	.030	-.098	.038	-.037	-.003
PtPosre	-.128	-.168	-.083	-.138	-.186
PtAccept	-.087	-.062	-.027	-.057	-.120
PtReligion	.004	-.009	.437**	-.026	.062
PtFandV	.182	.113	.074	.165	.184
PtDenial	-.038	.043	.060	.066	.046
PtBDis	.144	.211*	.228*	.218*	.231*
PtMDis	-.004	.112	.154	.099	.098
PtAlcDrg	.096	.022	-.005	.132	.068
TotJS	-.090	-.145	-.098	-.201*	-.133
OpUplift	-.011	-.075	.123	.008	.002
OrgUplift	-.119	-.244*	.088	-.110	-.113
OpHass	.104	.099	.167	.224*	.152
OrgHass	.151	.171	.189	.248*	.191*
vision	-.055	-.214*	-.034	-.076	-.104
participate	-.132	-.272**	-.102	-.230*	-.206*
innovation	-.136	-.299**	-.086	-.210*	-.200*
taskorien	-.117	-.225*	-.073	-.202*	-.167
interaction	-.240*	-.295**	.030	-.187	-.212*
Persoanlity 1 - Neuroticism	.113	.131	.367**	.105	.224*
Personality 2 - Extraversion	.028	.048	-.076	.093	.073

Correlations

Pearson Correlation

	PTGI Factor 2 - New Possibilites	PTGI Factor 3 - Personal Strength	PTGI Factor 4 - Spiritual Change	PTGI Factor 5 - Appreciation of Life	PTGI Total Score
Persoanlity 3 - Openness to Experience	.179	.111	.063	.186	.154
Personality 4 - Agreeabteness	.080	.044	.036	.118	.089
Personality 5 - Conscientiousness	.067	-.026	-.190	.125	-.009
IES Factor 1 - Intrusion	.270**	.301**	.330**	.297**	.333**
IES Factor 2 - Avoidance	.308**	.342**	.309**	.330**	.368**
IES Factor 3 - Hyperarousal	.225*	.258**	.200*	.224*	.245*
IES Total Score	.300**	.335**	.320**	.320**	.356**
PTGI Factor 1 - Relating to Others	.710**	.709**	.339**	.698**	.896**
PTGI Factor 2 - New Possibilites	1	.799**	.346**	.756**	.908**
PTGI Factor 3 - Personal Strength	.799**	1	.287**	.783**	.897**
PTGI Factor 4 - Spiritual Change	.346**	.287**	1	.273**	.428**
PTGI Factor 5 - Appreciation of Life	.756**	.783**	.273**	1	.867**
PTGI Total Score	.908**	.897**	.428**	.867**	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX J

Schedule for Interview 1.

Previous occupation?

Why did you decide to become a police officer?

On-duty questions

Have you been involved in any critical incidents to date? How many?
Did you go through the Peer support process? Did you find it - helpful, unhelpful, haven't been involved.

General experiences since graduation – anything really bad, or really good?

How stressed do you think you feel now compared to when you were going through training? Different kind of stress?

Talk about difference between operational and organisational components of the job
Which aspect of your job role would you say causes you the most stress/grief/frustration on a daily basis?

How do your family and friends react to you now that you are a police officer, has this changed from when you were a civilian/recruit?

How do acquaintances and people you are meeting for the first time react when they find out you are a police officer? Do these reactions bother you at all?

Training Questions

How well do you think the training you received prepared you for your job?
Is there anything you feel you weren't adequately prepared for?
Is there anything you'd change about the training process?

Do you feel you have changed as a person after coming through the recruitment and training program? In what ways..., how..., can you describe how for me...?

Was there anything particularly good/bad about training?

General feelings about support from colleagues and the police organisation

Anything you'd like to add?

APPENDIX K

Analyses for collapse of Burnie and Devonport stations into one group.

StationAss

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hobart	24	41.4	41.4	41.4
	Launceston	18	31.0	31.0	72.4
	Devonport	10	17.2	17.2	89.7
	Burnie	6	10.3	10.3	100.0
	Total	58	100.0	100.0	

	StationAss	N	Mean	Std. Deviation	Std. Error Mean
fuPerfDiff	Devonport	10	10.6000	2.50333	.79162
	Burnie	6	9.5000	1.22474	.50000
fuGenDist	Devonport	10	7.6000	2.17051	.68638
	Burnie	6	8.6667	3.32666	1.35810
fuSomDist	Devonport	10	7.9000	.87560	.27689
	Burnie	6	8.8333	1.72240	.70317
fuHSCLtot	Devonport	10	26.1000	4.17532	1.32035
	Burnie	6	27.0000	5.54977	2.26569
fuOpHass	Devonport	10	61.7000	31.81911	10.06209
	Burnie	6	74.8333	29.22613	11.93152
fuOrgHass	Devonport	10	40.2000	26.23314	8.29565
	Burnie	6	53.1667	29.45109	12.02336
fuTotHass	Devonport	10	101.9000	54.39659	17.20171
	Burnie	6	128.0000	56.34536	23.00290
fuOrgUplift	Devonport	10	87.8000	14.55106	4.60145
	Burnie	6	79.1667	9.32559	3.80716
fuOpUplift	Devonport	10	39.6000	10.84435	3.42929
	Burnie	6	37.5000	3.20936	1.31022
fuTotUplift	Devonport	10	127.4000	22.96471	7.26208
	Burnie	6	116.6667	11.80960	4.82125
fuVision	Devonport	10	36.0000	6.74949	2.13437
	Burnie	6	35.6667	7.63326	3.11627
fuParticipat	Devonport	10	36.1000	7.93655	2.50976
	Burnie	6	36.6667	9.77070	3.98887
fuInnovation	Devonport	10	19.4000	5.21110	1.64789
	Burnie	6	22.5000	6.25300	2.55278
fuTaskorien	Devonport	10	29.9000	3.78447	1.19675
	Burnie	6	32.6667	3.82971	1.56347
fuInteract	Devonport	10	10.4000	2.27058	.71802
	Burnie	6	11.3333	4.22690	1.72562
fuTotOC	Devonport	10	131.8000	23.45113	7.41590
	Burnie	6	138.8333	27.56387	11.25290
fuActive	Devonport	10	12.6000	3.30656	1.04563
	Burnie	6	10.5000	3.14643	1.28452
fupaInn	Devonport	10	12.8000	3.01109	.95219
	Burnie	6	11.0000	3.16228	1.29099
fusupp	Devonport	10	10.6000	2.11870	.66999
	Burnie	6	9.0000	2.89828	1.18322
furestrain	Devonport	10	10.6000	2.41293	.76303
	Burnie	6	9.0000	2.36643	.96609
fuSSI	Devonport	10	9.8000	1.93218	.61101
	Burnie	6	11.8333	3.18852	1.30171
fuSSE	Devonport	10	7.2000	1.98886	.62893
	Burnie	6	10.8333	4.99667	2.03988
fuPosRe	Devonport	10	11.5000	3.10018	.98036
	Burnie	6	13.1667	3.18852	1.30171
fuAccept	Devonport	10	16.0000	3.88730	1.22927
	Burnie	6	13.5000	4.37035	1.78419
fuReligion	Devonport	10	6.5000	4.57651	1.44722
	Burnie	6	4.3333	.81650	.33333
fuFandV	Devonport	10	5.3000	1.88856	.59722
	Burnie	6	7.1667	2.63944	1.07755
fuDenial	Devonport	10	5.4000	1.83787	.58119
	Burnie	6	5.6667	1.63299	.66667

	StationAss	N	Mean	Std. Deviation	Std. Error Mean
fuBDis	Devonport	10	4.2300	1.04355	.33000
	Burnie	6	4.7667	1.34263	.54813
fuMDis	Devonport	10	6.2000	2.57337	.81377
	Burnie	6	8.3333	4.50185	1.83787
fuAlcDrg	Devonport	10	4.8000	1.68655	.53333
	Burnie	6	6.0000	3.34664	1.36626
fuIntrusion	Devonport	10	4.6000	3.97772	1.25786
	Burnie	6	2.1667	2.04124	.83333
fuAvoid	Devonport	10	4.3000	4.02906	1.27410
	Burnie	6	2.0000	2.75681	1.12546
fuHyperar	Devonport	10	1.9000	1.85293	.58595
	Burnie	6	.5000	.54772	.22361
fuRelating	Devonport	10	7.0000	4.54606	1.43759
	Burnie	6	11.3333	11.02119	4.49938
fuNewPoss	Devonport	10	6.3000	5.12185	1.61967
	Burnie	6	7.0000	7.23878	2.95522
fuPersStr	Devonport	10	9.1000	5.08702	1.60866
	Burnie	6	8.8333	4.57894	1.86934
fuSpiritChg	Devonport	10	.3000	.67495	.21344
	Burnie	6	1.0000	1.54919	.63246
fuAppLife	Devonport	10	5.5000	4.47834	1.41618
	Burnie	6	6.3333	4.22690	1.72562
fuPTGItot	Devonport	10	28.2000	17.61817	5.57136
	Burnie	6	34.5000	27.39160	11.18258
fuJStot	Devonport	10	70.5000	5.08265	1.60728
	Burnie	6	70.3333	5.39135	2.20101

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
fuPerfDiff	Equal variances assumed	4.184	.060	.997	14	.336	1.10000	1.10324	-1.26622	3.46622
	Equal variances not assumed			1.175	13.691	.260	1.10000	.93630	-.91243	3.11243
fuGenDist	Equal variances assumed	2.160	.164	-.782	14	.447	-1.06667	1.36440	-3.99301	1.85968
	Equal variances not assumed			-.701	7.605	.504	-1.06667	1.52169	-4.60770	2.47437
fuSomDist	Equal variances assumed	1.250	.282	-1.451	14	.169	-.93333	.64340	-2.31330	.44663
	Equal variances not assumed			-1.235	6.583	.259	-.93333	.75572	-2.74354	.87687
fuHSCLtot	Equal variances assumed	.459	.509	-.370	14	.717	-.90000	2.43350	-6.11933	4.31933
	Equal variances not assumed			-.343	8.432	.740	-.90000	2.62234	-6.89357	5.09357
fuOpHass	Equal variances assumed	.003	.958	-.823	14	.425	-13.13333	15.96600	-47.37699	21.11032
	Equal variances not assumed			-.841	11.429	.417	-13.13333	15.60790	-47.32933	21.06267
fuOrgHass	Equal variances assumed	.117	.737	-.916	14	.375	-12.96667	14.16262	-43.34246	17.40912
	Equal variances not assumed			-.888	9.675	.396	-12.96667	14.60749	-45.66280	19.72947
fuTotHass	Equal variances assumed	.023	.882	-.917	14	.375	-26.10000	28.45377	-87.12727	34.92727
	Equal variances not assumed			-.909	10.356	.384	-26.10000	28.72337	-89.80232	37.60232
fuOrgUplift	Equal variances assumed	.688	.421	1.293	14	.217	8.63333	6.67680	-5.68698	22.95365
	Equal variances not assumed			1.446	13.854	.171	8.63333	5.97225	-4.18857	21.45523

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
fuOpUplift	Equal variances assumed	4.010	.065	.457	14	.655	2.10000	4.59793	-7.76158	11.96158
	Equal variances not assumed			.572	11.383	.578	2.10000	3.67106	-5.94692	10.14692
fuTotUplift	Equal variances assumed	.548	.471	1.054	14	.310	10.73333	10.18284	-11.10668	32.57335
	Equal variances not assumed			1.231	13.842	.239	10.73333	8.71678	-7.98236	29.44903
fuVision	Equal variances assumed	.050	.827	.091	14	.929	.33333	3.65496	-7.50578	8.17244
	Equal variances not assumed			.088	9.616	.931	.33333	3.77712	-8.12843	8.79509
fuParticipat	Equal variances assumed	.001	.973	-.127	14	.901	-.56667	4.45984	-10.13207	8.99874
	Equal variances not assumed			-.120	8.962	.907	-.56667	4.71275	-11.23452	10.10119
fuInnovation	Equal variances assumed	.017	.897	-1.071	14	.302	-3.10000	2.89466	-9.30842	3.10842
	Equal variances not assumed			-1.020	9.152	.334	-3.10000	3.03846	-9.95606	3.75606
fuTaskorien	Equal variances assumed	.678	.424	-1.410	14	.180	-2.76667	1.96267	-6.97617	1.44284
	Equal variances not assumed			-1.405	10.561	.189	-2.76667	1.96893	-7.12230	1.58897
fuInteract	Equal variances assumed	1.880	.192	-.580	14	.571	-.93333	1.60792	-4.38197	2.51531
	Equal variances not assumed			-.499	6.769	.633	-.93333	1.86905	-5.38375	3.51709
fuTotOC	Equal variances assumed	.068	.798	-.545	14	.594	-7.03333	12.90879	-34.71993	20.65326
				-.522	9.311	.614	-7.03333	13.47677	-37.36560	23.29894

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
fuActive	Equal variances assumed	.486	.497	1.251	14	.231	2.10000	1.67843	-1.49988	5.69988
	Equal variances not assumed			1.268	11.111	.231	2.10000	1.65630	-1.54105	5.74105
fupaInn	Equal variances assumed	.005	.946	1.137	14	.275	1.80000	1.58325	-1.59572	5.19572
	Equal variances not assumed			1.122	10.237	.287	1.80000	1.60416	-1.76312	5.36312
fusupp	Equal variances assumed	.980	.339	1.277	14	.222	1.60000	1.25281	-1.08700	4.28700
	Equal variances not assumed			1.177	8.249	.272	1.60000	1.35974	-1.51915	4.71915
furestrain	Equal variances assumed	.026	.875	1.293	14	.217	1.60000	1.23751	-1.05419	4.25419
	Equal variances not assumed			1.300	10.840	.221	1.60000	1.23108	-1.11447	4.31447
fuSSI	Equal variances assumed	1.993	.180	-1.603	14	.131	-2.03333	1.26817	-4.75329	.68662
	Equal variances not assumed			-1.414	7.250	.199	-2.03333	1.43798	-5.40994	1.34327
fuSSE	Equal variances assumed	11.278	.005	-2.078	14	.057	-3.63333	1.74811	-7.38265	.11598
	Equal variances not assumed			-1.702	5.966	.140	-3.63333	2.13464	-8.86386	1.59719
fuPosRe	Equal variances assumed	.187	.672	-1.030	14	.320	-1.66667	1.61737	-5.13557	1.80224
	Equal variances not assumed			-1.023	10.419	.330	-1.66667	1.62959	-5.27794	1.94460
fuAccept	Equal variances assumed	.076	.787	1.191	14	.254	2.50000	2.09989	-2.00381	7.00381
				1.154	9.664	.276	2.50000	2.16667	-2.35049	7.35049

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
fuReligion	Equal variances assumed	6.745	.021	1.133	14	.276	2.16667	1.91154	-1.93317	6.26650
	Equal variances not assumed			1.459	9.930	.175	2.16667	1.48511	-1.14554	5.47887
fuFandV	Equal variances assumed	1.844	.196	-1.653	14	.121	-1.86667	1.12912	-4.28840	.55506
	Equal variances not assumed			-1.515	8.118	.168	-1.86667	1.23198	-4.70045	.96711
fuDenial	Equal variances assumed	.026	.875	-.292	14	.774	-.26667	.91270	-2.22421	1.69087
	Equal variances not assumed			-.302	11.725	.768	-.26667	.88443	-2.19870	1.66536
fuBDis	Equal variances assumed	2.276	.154	-.896	14	.385	-.53667	.59864	-1.82062	.74729
	Equal variances not assumed			-.839	8.650	.424	-.53667	.63980	-1.99297	.91963
fuMDis	Equal variances assumed	2.103	.169	-1.218	14	.243	-2.13333	1.75083	-5.88848	1.62182
	Equal variances not assumed			-1.061	7.003	.324	-2.13333	2.00998	-6.88573	2.61907
fuAlcDrg	Equal variances assumed	4.477	.053	-.963	14	.352	-1.20000	1.24671	-3.87393	1.47393
	Equal variances not assumed			-.818	6.555	.442	-1.20000	1.46667	-4.71638	2.31638
fuIntrusion	Equal variances assumed	.706	.415	1.380	14	.189	2.43333	1.76329	-1.34856	6.21522
	Equal variances not assumed			1.613	13.836	.129	2.43333	1.50886	-.80645	5.67312
fuAvoid	Equal variances assumed	3.142	.098	1.228	14	.240	2.30000	1.87261	-1.71635	6.31635
				1.353	13.610	.198	2.30000	1.70000	-1.35597	5.95597

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
fuHyperar	Equal variances assumed	5.605	.033	1.782	14	.096	1.40000	.78558	-.28491	3.08491
	Equal variances not assumed			2.232	11.378	.047	1.40000	.62716	.02520	2.77480
fuRelating	Equal variances assumed	6.272	.025	-1.115	14	.284	-4.33333	3.88730	-12.67077	4.00410
	Equal variances not assumed			-.917	6.038	.394	-4.33333	4.72346	-15.87362	7.20695
fuNewPoss	Equal variances assumed	.814	.382	-.227	14	.824	-.70000	3.08020	-7.30637	5.90637
	Equal variances not assumed			-.208	8.051	.841	-.70000	3.36997	-8.46253	7.06253
fuPersStr	Equal variances assumed	.214	.651	.105	14	.918	.26667	2.53634	-5.17324	5.70657
	Equal variances not assumed			.108	11.610	.916	.26667	2.46622	-5.12684	5.66017
fuSpiritChg	Equal variances assumed	12.216	.004	-1.264	14	.227	-.70000	.55377	-1.88773	.48773
	Equal variances not assumed			-1.049	6.159	.334	-.70000	.66750	-2.32312	.92312
fuAppLife	Equal variances assumed	.153	.702	-.368	14	.719	-.83333	2.26709	-5.69575	4.02908
	Equal variances not assumed			-.373	11.185	.716	-.83333	2.23234	-5.73680	4.07014
fuPTGItot	Equal variances assumed	1.478	.244	-.564	14	.582	-6.30000	11.16551	-30.24763	17.64763
	Equal variances not assumed			-.504	7.532	.628	-6.30000	12.49360	-35.42456	22.82456
fuJStot	Equal variances assumed	.174	.683	.062	14	.951	.16667	2.68269	-5.58713	5.92046
	Equal variances not assumed			.061	10.151	.952	.16667	2.72539	-5.89369	6.22702

APPENDIX L

Checklist of Operational and Personal Experiences measured at the Follow-up Phase.

The following is a list of operational incidents that you may have been involved in *during your work as a police officer*. Please circle the corresponding number if you have been involved in or attended any of these incidents since becoming operational (the past 12 months).

1. Death of an officer
2. Serious injury of an officer
3. Yourself or other officers were fired upon
4. Yourself or other officers returned fire
5. A homicide – single victim
6. A multiple homicide
7. An incident involving severe mutilation/s
8. Work with victims of a multiple or a disturbing homicide/s
9. Disaster identification work
10. Death of a child
11. Serious injury of a child
12. MVA resulting in no injuries or minor injuries only
13. MVA resulting in severe injury
14. Fatal MVA
15. Accidental death or serious injury of a member of the public by an office

Have you personally been involved in any of the following incidents during the past 12 months whilst on the job - *in your capacity as a police officer*? (Circle number)

16. Someone took something from you by use of force or threat of force
17. You were assaulted, injured or had your life placed under threat by another person
18. Unwanted sexual activity through use of force or threatened harm
19. Personal injury or property damage due to fire.
20. Personal injury, evacuation or property damage because of severe weather, or either a natural or man-made disaster.
21. Attended the death of a close family member or friend from an accident, homicide or suicide
22. You were involved in an MVA in which one or more vehicle occupants were injured
22. Any other incident that you found shocking or distressing or stressful that is not mentioned above.

Of the events above (1-22), which would you say is the worst incident you have experienced in the past 12 months in your capacity as a Police Officer? ..... (Provide Number).

Could you please provide a short description of this event and your involvement in it.

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Have any of the following events occurred *in your personal life* (outside of work) during the past 12 months?

23. Someone took something from you by use of force or threat of force
24. You were assaulted, injured or had your life placed under threat by another person
25 Unwanted sexual activity through use of force or threatened harm
26. Personal injury or property damage due to fire.
27. Personal injury, evacuation or property damage because of severe weather, or either a natural or man-made disaster.

28. Attended the death of a close family member or friend from an accident, homicide or suicide
29. You were involved in an MVA in which one or more vehicle occupants were injured
30. Death of a family member, close friend or relative by natural means
31. Divorce/Marital separation/Relationship break-up
32. Reconciliation of a marital/intimate relationship
33. Major personal injury or illness
34. Major financial difficulty
35. Change in living arrangements, conditions or environment (including if you moved house to take up your appointment at your current station)
36. Outstanding personal achievement
37. Increase in amount or frequency of alcohol consumption.
38. Change in weight or eating habits
39. Vacation or Travel
40. Birth of a child
41. Marriage/other intimate partner commitment (ie. Moving in together)
42. A new intimate relationship
43. Any other significant personal event, positive or negative?

Please specify.....
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APPENDIX M

Differences in constructs by Station Assignment

StationAss

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hobart	24	41.4	41.4	41.4
	Launceston	18	31.0	31.0	72.4
	Devonport	10	17.2	17.2	89.7
	Burnie	6	10.3	10.3	100.0
	Total	58	100.0	100.0	

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
fuPerfDiff	Hobart	24	10.8333	2.58199	.52705	9.7431	11.9236	7.00	15.00
	Launceston	18	11.5556	2.17532	.51273	10.4738	12.6373	7.00	15.00
	Devonport	10	10.6000	2.50333	.79162	8.8092	12.3908	7.00	14.00
	Burnie	6	9.5000	1.22474	.50000	8.2147	10.7853	8.00	11.00
	Total	58	10.8793	2.36256	.31022	10.2581	11.5005	7.00	15.00
fuGenDist	Hobart	24	7.6250	1.88386	.38454	6.8295	8.4205	6.00	13.00
	Launceston	18	8.1667	1.42457	.33578	7.4582	8.8751	6.00	11.00
	Devonport	10	7.6000	2.17051	.68638	6.0473	9.1527	6.00	13.00
	Burnie	6	8.6667	3.32666	1.35810	5.1756	12.1578	6.00	14.00
	Total	58	7.8966	1.97075	.25877	7.3784	8.4147	6.00	14.00
fuSomDist	Hobart	24	8.6042	1.71299	.34966	7.8808	9.3275	7.00	14.50
	Launceston	18	8.8056	2.38339	.56177	7.6203	9.9908	7.00	14.50
	Devonport	10	7.9000	.87560	.27689	7.2736	8.5264	7.00	9.00
	Burnie	6	8.8333	1.72240	.70317	7.0258	10.6409	7.00	12.00
	Total	58	8.5690	1.83401	.24082	8.0867	9.0512	7.00	14.50
fuHSCLtot	Hobart	24	27.0625	4.36466	.89093	25.2195	28.9055	20.00	35.00
	Launceston	18	28.5278	3.80585	.89705	26.6352	30.4204	20.00	35.00
	Devonport	10	26.1000	4.17532	1.32035	23.1132	29.0868	22.00	35.00
	Burnie	6	27.0000	5.54977	2.26569	21.1759	32.8241	22.00	37.00
	Total	58	27.3448	4.26862	.56050	26.2225	28.4672	20.00	37.00
fuOpHass	Hobart	24	54.5000	30.32290	6.18964	41.6958	67.3042	14.00	119.00
	Launceston	18	73.1667	31.82720	7.50174	57.3394	88.9940	14.00	119.00
	Devonport	10	61.7000	31.81911	10.06209	38.9380	84.4620	13.00	115.00
	Burnie	6	74.8333	29.22613	11.93152	44.1624	105.5043	34.00	107.00
	Total	58	63.6379	31.39432	4.12228	55.3832	71.8926	13.00	119.00
fuOrgHass	Hobart	24	45.1667	26.28219	5.36483	34.0687	56.2647	8.00	103.00
	Launceston	18	50.4444	29.01769	6.83953	36.0143	64.8746	8.00	103.00
	Devonport	10	40.2000	26.23314	8.29565	21.4339	58.9661	13.00	86.00
	Burnie	6	53.1667	29.45109	12.02336	22.2596	84.0737	12.00	103.00
	Total	58	46.7759	27.05228	3.55214	39.6628	53.8889	8.00	103.00

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
fuTotHass	Hobart	24	99.6667	53.95704	11.01393	76.8826	122.4507	22.00	215.00
	Launceston	18	123.6111	58.58442	13.80848	94.4778	152.7445	22.00	215.00
	Devonport	10	101.9000	54.39659	17.20171	62.9870	140.8130	51.00	201.00
	Burnie	6	128.0000	56.34536	23.00290	68.8692	187.1308	46.00	210.00
	Total	58	110.4138	55.61460	7.30255	95.7907	125.0369	22.00	215.00
fuOrgUplift	Hobart	24	77.0833	28.51684	5.82098	65.0417	89.1249	32.00	124.00
	Launceston	18	76.0000	19.42406	4.57829	66.3406	85.6594	35.00	111.00
	Devonport	10	87.8000	14.55106	4.60145	77.3908	98.2092	65.00	118.00
	Burnie	6	79.1667	9.32559	3.80716	69.3801	88.9533	70.00	92.00
	Total	58	78.8103	22.35319	2.93512	72.9329	84.6878	32.00	124.00
fuOpUplift	Hobart	24	39.5833	14.13573	2.88544	33.6143	45.5523	15.00	61.00
	Launceston	18	38.4444	9.02430	2.12705	33.9568	42.9321	26.00	58.00
	Devonport	10	39.6000	10.84435	3.42929	31.8424	47.3576	23.00	60.00
	Burnie	6	37.5000	3.20936	1.31022	34.1320	40.8680	34.00	41.00
	Total	58	39.0172	11.17719	1.46764	36.0783	41.9561	15.00	61.00
fuTotUplift	Hobart	24	116.6667	41.95615	8.56426	98.9501	134.3832	52.00	185.00
	Launceston	18	114.4444	27.10811	6.38944	100.9639	127.9250	61.00	169.00
	Devonport	10	127.4000	22.96471	7.26208	110.9720	143.8280	88.00	178.00
	Burnie	6	116.6667	11.80960	4.82125	104.2733	129.0601	107.00	133.00
	Total	58	117.8276	32.33223	4.24543	109.3263	126.3289	52.00	185.00
fuVision	Hobart	24	33.0833	7.49444	1.52980	29.9187	36.2480	22.00	44.00
	Launceston	18	34.1667	7.11461	1.67693	30.6287	37.7047	23.00	44.00
	Devonport	10	36.0000	6.74949	2.13437	31.1717	40.8283	24.00	44.00
	Burnie	6	35.6667	7.63326	3.11627	27.6561	43.6773	23.00	44.00
	Total	58	34.1897	7.16829	.94124	32.3048	36.0745	22.00	44.00
fuParticipat	Hobart	24	37.4583	9.35753	1.91010	33.5070	41.4097	21.00	52.00
	Launceston	18	37.4444	7.46933	1.76054	33.7300	41.1589	24.00	50.00
	Devonport	10	36.1000	7.93655	2.50976	30.4225	41.7775	24.00	49.00
	Burnie	6	36.6667	9.77070	3.98887	26.4129	46.9204	24.00	54.00
	Total	58	37.1379	8.40102	1.10311	34.9290	39.3469	21.00	54.00

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
fuInnovation	Hobart	24	20.9583	5.21269	1.06404	18.7572	23.1595	13.00	32.00
	Launceston	18	20.7222	3.90784	.92109	18.7789	22.6655	14.00	28.00
	Devonport	10	19.4000	5.21110	1.64789	15.6722	23.1278	13.00	30.00
	Burnie	6	22.5000	6.25300	2.55278	15.9379	29.0621	15.00	34.00
	Total	58	20.7759	4.88838	.64188	19.4905	22.0612	13.00	34.00
fuTaskorien	Hobart	24	31.5000	4.51086	.92077	29.5952	33.4048	22.00	38.00
	Launceston	18	32.3333	3.39550	.80033	30.6448	34.0219	26.00	36.00
	Devonport	10	29.9000	3.78447	1.19675	27.1928	32.6072	23.00	38.00
	Burnie	6	32.6667	3.82971	1.56347	28.6476	36.6857	28.00	37.00
	Total	58	31.6034	3.99974	.52519	30.5518	32.6551	22.00	38.00
fuInteract	Hobart	24	10.7083	3.65322	.74571	9.1657	12.2510	5.00	19.00
	Launceston	18	11.3889	3.12747	.73715	9.8336	12.9441	8.00	19.00
	Devonport	10	10.4000	2.27058	.71802	8.7757	12.0243	8.00	15.00
	Burnie	6	11.3333	4.22690	1.72562	6.8975	15.7692	8.00	19.00
	Total	58	10.9310	3.29200	.43226	10.0654	11.7966	5.00	19.00
fuTotOC	Hobart	24	133.7083	24.98953	5.10097	123.1562	144.2605	87.00	176.00
	Launceston	18	136.0556	19.14487	4.51249	126.5350	145.5761	102.00	174.00
	Devonport	10	131.8000	23.45113	7.41590	115.0241	148.5759	100.00	176.00
	Burnie	6	138.8333	27.56387	11.25290	109.9068	167.7598	109.00	188.00
	Total	58	134.6379	22.78249	2.99149	128.6476	140.6283	87.00	188.00
fuActive	Hobart	24	12.2083	2.90396	.59277	10.9821	13.4346	5.00	17.00
	Launceston	18	11.1111	2.58705	.60977	9.8246	12.3976	5.00	15.00
	Devonport	10	12.6000	3.30656	1.04563	10.2346	14.9654	7.00	17.00
	Burnie	6	10.5000	3.14643	1.28452	7.1980	13.8020	7.00	16.00
	Total	58	11.7586	2.91584	.38287	10.9919	12.5253	5.00	17.00
fupaInn	Hobart	24	12.1250	2.34637	.47895	11.1342	13.1158	6.00	16.00
	Launceston	18	12.0556	2.97978	.70234	10.5737	13.5374	6.00	18.00
	Devonport	10	12.8000	3.01109	.95219	10.6460	14.9540	5.00	16.00
	Burnie	6	11.0000	3.16228	1.29099	7.6814	14.3186	5.00	14.00
	Total	58	12.1034	2.71894	.35701	11.3885	12.8184	5.00	18.00

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
fusupp	Hobart	24	10.0833	1.88626	.38503	9.2868	10.8798	7.00	14.00
	Launceston	18	9.2778	1.67352	.39445	8.4456	10.1100	7.00	13.00
	Devonport	10	10.6000	2.11870	.66999	9.0844	12.1156	7.00	14.00
	Burnie	6	9.0000	2.89828	1.18322	5.9584	12.0416	7.00	14.00
	Total	58	9.8103	2.00400	.26314	9.2834	10.3373	7.00	14.00
furestrain	Hobart	24	9.8750	2.19312	.44767	8.9489	10.8011	7.00	15.00
	Launceston	18	9.6111	1.85151	.43641	8.6904	10.5318	7.00	15.00
	Devonport	10	10.6000	2.41293	.76303	8.8739	12.3261	6.00	13.00
	Burnie	6	9.0000	2.36643	.96609	6.5166	11.4834	6.00	12.00
	Total	58	9.8276	2.13688	.28059	9.2657	10.3894	6.00	15.00
fuSSI	Hobart	24	10.7083	2.85107	.58197	9.5044	11.9122	5.00	16.00
	Launceston	18	11.1111	2.69834	.63601	9.7693	12.4530	7.00	15.00
	Devonport	10	9.8000	1.93218	.61101	8.4178	11.1822	7.00	12.00
	Burnie	6	11.8333	3.18852	1.30171	8.4872	15.1795	8.00	16.00
	Total	58	10.7931	2.69345	.35367	10.0849	11.5013	5.00	16.00
fuSSE	Hobart	24	8.0417	2.75806	.56299	6.8770	9.2063	4.00	13.00
	Launceston	18	8.8889	3.02711	.71350	7.3835	10.3942	4.00	15.00
	Devonport	10	7.2000	1.98886	.62893	5.7773	8.6227	4.00	11.00
	Burnie	6	10.8333	4.99667	2.03988	5.5897	16.0770	4.00	16.00
	Total	58	8.4483	3.10163	.40726	7.6327	9.2638	4.00	16.00
fuPosRe	Hobart	24	12.9583	2.44023	.49811	11.9279	13.9888	9.00	17.00
	Launceston	18	13.0556	3.29835	.77743	11.4153	14.6958	8.00	19.00
	Devonport	10	11.5000	3.10018	.98036	9.2823	13.7177	8.00	16.00
	Burnie	6	13.1667	3.18852	1.30171	9.8205	16.5128	8.00	17.00
	Total	58	12.7586	2.89773	.38049	11.9967	13.5205	8.00	19.00
fuAccept	Hobart	24	14.2500	3.55393	.72544	12.7493	15.7507	9.00	20.00
	Launceston	18	14.6667	3.88057	.91466	12.7369	16.5964	8.00	20.00
	Devonport	10	16.0000	3.88730	1.22927	13.2192	18.7808	7.00	19.00
	Burnie	6	13.5000	4.37035	1.78419	8.9136	18.0864	7.00	20.00
	Total	58	14.6034	3.76475	.49434	13.6136	15.5933	7.00	20.00

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
fuReligion	Hobart	24	5.4167	2.20507	.45011	4.4855	6.3478	4.00	11.00
	Launceston	18	5.3889	3.07052	.72373	3.8620	6.9158	4.00	15.00
	Devonport	10	6.5000	4.57651	1.44722	3.2262	9.7738	4.00	15.00
	Burnie	6	4.3333	.81650	.33333	3.4765	5.1902	4.00	6.00
	Total	58	5.4828	2.90940	.38202	4.7178	6.2477	4.00	15.00
fuFandV	Hobart	24	5.5417	1.95558	.39918	4.7159	6.3674	4.00	11.00
	Launceston	18	5.9444	1.51356	.35675	5.1918	6.6971	4.00	10.00
	Devonport	10	5.3000	1.88856	.59722	3.9490	6.6510	4.00	10.00
	Burnie	6	7.1667	2.63944	1.07755	4.3967	9.9366	4.00	10.00
	Total	58	5.7931	1.91722	.25174	5.2890	6.2972	4.00	11.00
fuDenial	Hobart	24	5.1667	2.21981	.45312	4.2293	6.1040	4.00	12.00
	Launceston	18	5.2222	2.28950	.53964	4.0837	6.3608	4.00	12.00
	Devonport	10	5.4000	1.83787	.58119	4.0853	6.7147	4.00	10.00
	Burnie	6	5.6667	1.63299	.66667	3.9529	7.3804	4.00	8.00
	Total	58	5.2759	2.08413	.27366	4.7279	5.8239	4.00	12.00
fuBDis	Hobart	24	4.3083	.81663	.16669	3.9635	4.6532	3.90	7.20
	Launceston	18	4.1889	.71281	.16801	3.8344	4.5434	3.90	6.50
	Devonport	10	4.2300	1.04355	.33000	3.4835	4.9765	3.90	7.20
	Burnie	6	4.7667	1.34263	.54813	3.3577	6.1757	3.90	6.50
	Total	58	4.3052	.88227	.11585	4.0732	4.5372	3.90	7.20
fuMDis	Hobart	24	6.9167	2.71736	.55468	5.7692	8.0641	4.00	16.00
	Launceston	18	7.9444	3.43806	.81036	6.2347	9.6542	4.00	16.00
	Devonport	10	6.2000	2.57337	.81377	4.3591	8.0409	4.00	11.00
	Burnie	6	8.3333	4.50185	1.83787	3.6089	13.0577	4.00	16.00
	Total	58	7.2586	3.13755	.41198	6.4336	8.0836	4.00	16.00
fuAlcDrg	Hobart	24	4.5000	1.79371	.36614	3.7426	5.2574	4.00	12.00
	Launceston	18	5.7778	2.81917	.66448	4.3758	7.1797	4.00	12.00
	Devonport	10	4.8000	1.68655	.53333	3.5935	6.0065	4.00	8.00
	Burnie	6	6.0000	3.34664	1.36626	2.4879	9.5121	4.00	12.00
	Total	58	5.1034	2.34476	.30788	4.4869	5.7200	4.00	12.00

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
fuIntrusion	Hobart	24	3.9583	3.78187	.77197	2.3614	5.5553	.00	14.00
	Launceston	18	5.6667	3.91077	.92178	3.7219	7.6114	.00	12.00
	Devonport	10	4.6000	3.97772	1.25786	1.7545	7.4455	.00	14.00
	Burnie	6	2.1667	2.04124	.83333	.0245	4.3088	.00	5.00
	Total	58	4.4138	3.78378	.49683	3.4189	5.4087	.00	14.00
fuAvoid	Hobart	24	4.1667	4.01808	.82019	2.4700	5.8634	.00	14.00
	Launceston	18	4.6111	3.68046	.86749	2.7809	6.4414	.00	14.00
	Devonport	10	4.3000	4.02906	1.27410	1.4178	7.1822	.00	11.00
	Burnie	6	2.0000	2.75681	1.12546	-.8931	4.8931	.00	7.00
	Total	58	4.1034	3.78682	.49723	3.1078	5.0991	.00	14.00
fuHyperar	Hobart	24	1.9458	2.68830	.54875	.8107	3.0810	.00	9.70
	Launceston	18	2.3167	2.53777	.59816	1.0547	3.5787	.00	9.70
	Devonport	10	1.9000	1.85293	.58595	.5745	3.2255	.00	6.00
	Burnie	6	.5000	.54772	.22361	-.0748	1.0748	.00	1.00
	Total	58	1.9034	2.38062	.31259	1.2775	2.5294	.00	9.70
fuTotIES	Hobart	24	10.0708	9.23455	1.88499	6.1714	13.9702	.00	31.00
	Launceston	18	12.5944	8.12161	1.91428	8.5557	16.6332	.00	30.70
	Devonport	10	10.8000	9.06520	2.86667	4.3151	17.2849	.00	31.00
	Burnie	6	4.6667	5.12510	2.09231	-.7118	10.0451	.00	13.00
	Total	58	10.4207	8.62647	1.13271	8.1525	12.6889	.00	31.00
fuRelating	Hobart	24	4.5833	4.82671	.98525	2.5452	6.6215	.00	16.00
	Launceston	18	8.2222	7.05904	1.66383	4.7118	11.7326	.00	20.00
	Devonport	10	7.0000	4.54606	1.43759	3.7479	10.2521	1.00	12.00
	Burnie	6	11.3333	11.02119	4.49938	-.2327	22.8994	.00	28.00
	Total	58	6.8276	6.56182	.86161	5.1022	8.5529	.00	28.00
fuNewPoss	Hobart	24	2.7917	3.20298	.65380	1.4392	4.1442	.00	12.00
	Launceston	18	4.3333	4.31141	1.01621	2.1893	6.4773	.00	11.00
	Devonport	10	6.3000	5.12185	1.61967	2.6361	9.9639	.00	14.00
	Burnie	6	7.0000	7.23878	2.95522	-.5966	14.5966	.00	19.00
	Total	58	4.3103	4.56611	.59956	3.1097	5.5109	.00	19.00

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
fuPersStr	Hobart	24	4.9583	4.53469	.92564	3.0435	6.8732	.00	15.00
	Launceston	18	8.0000	3.62994	.85559	6.1949	9.8051	1.00	13.00
	Devonport	10	9.1000	5.08702	1.60866	5.4610	12.7390	.00	15.00
	Burnie	6	8.8333	4.57894	1.86934	4.0280	13.6386	3.00	15.00
	Total	58	7.0172	4.62067	.60672	5.8023	8.2322	.00	15.00
fuSpiritChg	Hobart	24	.4167	.82970	.16936	.0663	.7670	.00	3.00
	Launceston	18	.5556	1.04162	.24551	.0376	1.0735	.00	3.00
	Devonport	10	.3000	.67495	.21344	-.1828	.7828	.00	2.00
	Burnie	6	1.0000	1.54919	.63246	-.6258	2.6258	.00	3.00
	Total	58	.5000	.95971	.12602	.2477	.7523	.00	3.00
fuAppLife	Hobart	24	3.9167	2.90302	.59258	2.6908	5.1425	.00	11.00
	Launceston	18	6.2778	3.81646	.89955	4.3799	8.1757	.00	12.00
	Devonport	10	5.5000	4.47834	1.41618	2.2964	8.7036	.00	12.00
	Burnie	6	6.3333	4.22690	1.72562	1.8975	10.7692	.00	11.00
	Total	58	5.1724	3.69987	.48582	4.1996	6.1452	.00	12.00
fuPTGItot	Hobart	24	16.6667	13.93047	2.84355	10.7843	22.5490	.00	50.00
	Launceston	18	27.3889	16.30640	3.84346	19.2799	35.4979	2.00	57.00
	Devonport	10	28.2000	17.61817	5.57136	15.5967	40.8033	6.00	51.00
	Burnie	6	34.5000	27.39160	11.18258	5.7543	63.2457	3.00	76.00
	Total	58	23.8276	17.70235	2.32443	19.1730	28.4822	.00	76.00
fuJStot	Hobart	24	68.2083	7.33650	1.49756	65.1104	71.3063	56.00	81.00
	Launceston	18	68.8333	8.03851	1.89470	64.8359	72.8308	54.00	81.00
	Devonport	10	70.5000	5.08265	1.60728	66.8641	74.1359	60.00	77.00
	Burnie	6	70.3333	5.39135	2.20101	64.6755	75.9912	63.00	75.00
	Total	58	69.0172	6.96228	.91419	67.1866	70.8479	54.00	81.00

	Levene Statistic	df1	df2	Sig.
fuPerfDiff	1.065	3	54	.372
fuGenDist	2.819	3	54	.047
fuSomDist	1.777	3	54	.163
fuHSCLtot	.328	3	54	.805
fuOpHass	.114	3	54	.952
fuOrgHass	.393	3	54	.758
fuTotHass	.224	3	54	.879
fuOrgUplift	4.060	3	54	.011
fuOpUplift	3.005	3	54	.038
fuTotUplift	4.060	3	54	.011
fuVision	.191	3	54	.902
fuParticipat	.279	3	54	.840
fuInnovation	.486	3	54	.693
fuTaskorien	.893	3	54	.451
fuInteract	1.145	3	54	.339
fuTotOC	.512	3	54	.676
fuActive	.651	3	54	.586
fupaInn	.249	3	54	.862
fusupp	1.394	3	54	.255
furestrain	.974	3	54	.412
fuSSI	.858	3	54	.469
fuSSE	3.729	3	54	.016
fuPosRe	.540	3	54	.657
fuAccept	.066	3	54	.978
fuReligion	3.711	3	54	.017
fuFandV	1.545	3	54	.213
fuDenial	.109	3	54	.954
fuBDis	2.065	3	54	.116
fuMDis	.896	3	54	.449
fuAlcDrg	4.849	3	54	.005
fuIntrusion	.880	3	54	.457
fuAvoid	.824	3	54	.487
fuHyperar	1.644	3	54	.190
fuTotIES	.615	3	54	.608
fuRelating	4.906	3	54	.004
fuNewPoss	4.103	3	54	.011
fuPersStr	1.177	3	54	.327
fuSpiritChg	3.468	3	54	.022
fuAppLife	1.516	3	54	.221
fuPTGItot	1.877	3	54	.144
fuJStot	1.646	3	54	.190

		Sum of Squares	df	Mean Square	F	Sig.
fuPerfDiff	Between Groups	20.477	3	6.826	1.238	.305
	Within Groups	297.678	54	5.513		
	Total	318.155	57			
fuGenDist	Between Groups	7.521	3	2.507	.633	.597
	Within Groups	213.858	54	3.960		
	Total	221.379	57			

		Sum of Squares	df	Mean Square	F	Sig.
fuSomDist	Between Groups	5.932	3	1.977	.575	.634
	Within Groups	185.792	54	3.441		
	Total	191.724	57			
fuHSCLtot	Between Groups	43.311	3	14.437	.783	.508
	Within Groups	995.292	54	18.431		
	Total	1038.603	57			
fuOpHass	Between Groups	4427.963	3	1475.988	1.540	.215
	Within Groups	51751.433	54	958.360		
	Total	56179.397	57			
fuOrgHass	Between Groups	981.875	3	327.292	.434	.730
	Within Groups	40732.211	54	754.300		
	Total	41714.086	57			
fuTotHass	Between Groups	8487.558	3	2829.186	.910	.442
	Within Groups	167812.51	54	3107.639		
	Total	176300.07	57			
fuOrgUplift	Between Groups	1022.647	3	340.882	.670	.574
	Within Groups	27458.267	54	508.486		
	Total	28480.914	57			
fuOpUplift	Between Groups	30.805	3	10.268	.078	.972
	Within Groups	7090.178	54	131.300		
	Total	7120.983	57			
fuTotUplift	Between Groups	1162.765	3	387.588	.358	.783
	Within Groups	58423.511	54	1081.917		
	Total	59586.276	57			
fuVision	Between Groups	75.247	3	25.082	.475	.701
	Within Groups	2853.667	54	52.846		
	Total	2928.914	57			
fuParticipat	Between Groups	16.260	3	5.420	.073	.974
	Within Groups	4006.636	54	74.197		
	Total	4022.897	57			
fuInnovation	Between Groups	37.617	3	12.539	.511	.676
	Within Groups	1324.469	54	24.527		
	Total	1362.086	57			
fuTaskorien	Between Groups	45.646	3	15.215	.949	.424
	Within Groups	866.233	54	16.041		
	Total	911.879	57			
fuInteract	Between Groups	8.755	3	2.918	.259	.855
	Within Groups	608.969	54	11.277		
	Total	617.724	57			
fuTotOC	Between Groups	243.060	3	81.020	.149	.930
	Within Groups	29342.336	54	543.377		
	Total	29585.397	57			

fuActive	Between Groups	28.985	3	9.662	1.145	.339
	Within Groups	455.636	54	8.438		
	Total	484.621	57			
fupainn	Between Groups	12.210	3	4.070	.537	.659
	Within Groups	409.169	54	7.577		
	Total	421.379	57			
fusupp	Between Groups	17.069	3	5.690	1.450	.238
	Within Groups	211.844	54	3.923		
	Total	228.914	57			
furestrain	Between Groups	10.973	3	3.658	.792	.504
	Within Groups	249.303	54	4.617		
	Total	260.276	57			
fuSSI	Between Groups	18.348	3	6.116	.836	.480
	Within Groups	395.169	54	7.318		
	Total	413.517	57			
fuSSE	Between Groups	57.175	3	19.058	2.095	.112
	Within Groups	491.169	54	9.096		
	Total	548.345	57			
fuPosRe	Between Groups	19.385	3	6.462	.760	.522
	Within Groups	459.236	54	8.504		
	Total	478.621	57			
fuAccept	Between Groups	29.879	3	9.960	.691	.561
	Within Groups	778.000	54	14.407		
	Total	807.879	57			
fuReligion	Between Groups	18.538	3	6.179	.719	.545
	Within Groups	463.944	54	8.592		
	Total	482.483	57			
fuFandV	Between Groups	15.681	3	5.227	1.456	.237
	Within Groups	193.836	54	3.590		
	Total	209.517	57			
fuDenial	Between Groups	1.408	3	.469	.103	.958
	Within Groups	246.178	54	4.559		
	Total	247.586	57			
fuBDis	Between Groups	1.578	3	.526	.664	.578
	Within Groups	42.790	54	.792		
	Total	44.368	57			
fuMDis	Between Groups	29.410	3	9.803	.996	.402
	Within Groups	531.711	54	9.847		
	Total	561.121	57			
fuAlcDrg	Between Groups	22.668	3	7.556	1.404	.252
	Within Groups	290.711	54	5.384		
	Total	313.379	57			

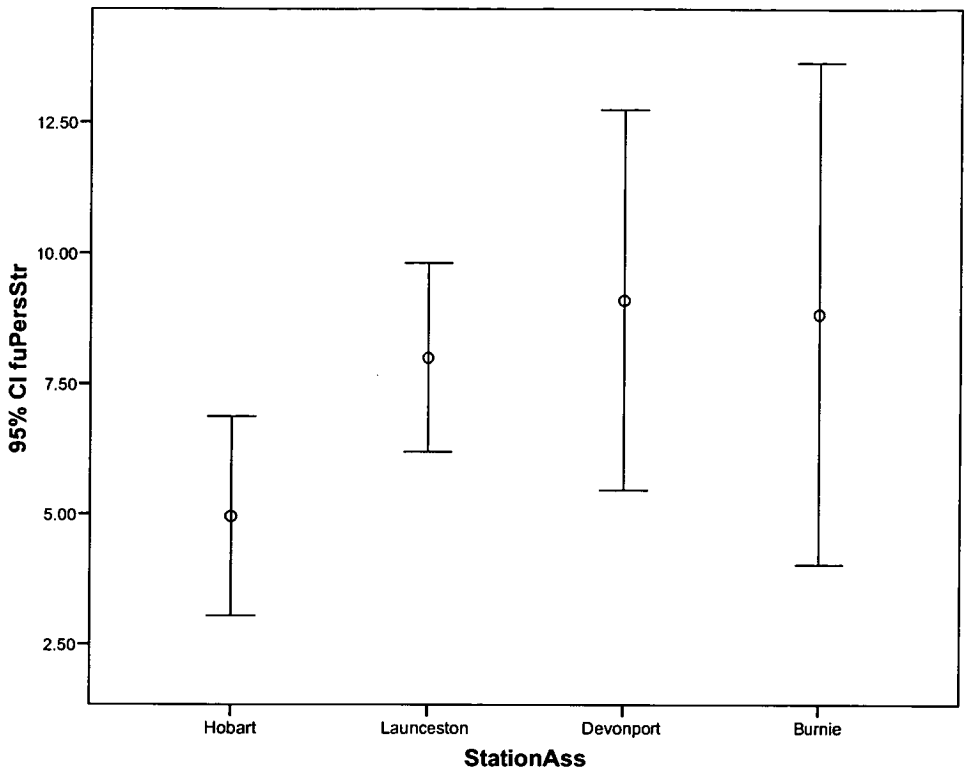
fuIntrusion	Between Groups	63.877	3	21.292	1.529	.218
	Within Groups	752.192	54	13.929		
	Total	816.069	57			
fuAvoid	Between Groups	31.668	3	10.556	.725	.541
	Within Groups	785.711	54	14.550		
	Total	817.379	57			
fuHyperar	Between Groups	14.935	3	4.978	.873	.461
	Within Groups	308.105	54	5.706		
	Total	323.039	57			
fuTotIES	Between Groups	288.083	3	96.028	1.312	.280
	Within Groups	3953.632	54	73.215		
	Total	4241.715	57			
fuRelating	Between Groups	277.998	3	92.666	2.299	.088
	Within Groups	2176.278	54	40.301		
	Total	2454.276	57			
fuNewPoss	Between Groups	138.355	3	46.118	2.372	.081
	Within Groups	1050.058	54	19.446		
	Total	1188.414	57			
fuPersStr	Between Groups	182.291	3	60.764	3.171	.031
	Within Groups	1034.692	54	19.161		
	Total	1216.983	57			
fuSpiritChg	Between Groups	2.122	3	.707	.758	.522
	Within Groups	50.378	54	.933		
	Total	52.500	57			
fuAppLife	Between Groups	68.998	3	22.999	1.746	.169
	Within Groups	711.278	54	13.172		
	Total	780.276	57			
fuPTGItot	Between Groups	2333.565	3	777.855	2.705	.054
	Within Groups	15528.711	54	287.569		
	Total	17862.276	57			
fuJStot	Between Groups	48.691	3	16.230	.323	.809
	Within Groups	2714.292	54	50.265		
	Total	2762.983	57			

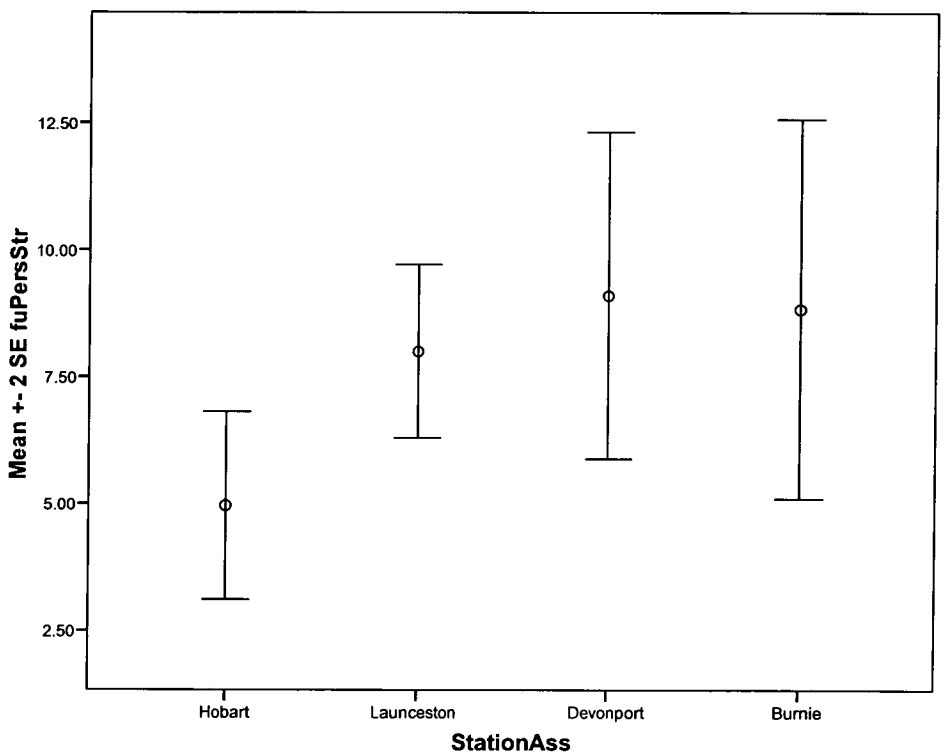
fuPersStr

Ryan-Einot-Gabriel-Welsch Range

StationAss	N	Subset for alpha = .05
		1
Hobart	24	4.9583
Launceston	18	8.0000
Burnie	6	8.8333
Devonport	10	9.1000
Sig.		.161

Means for groups in homogeneous subsets are displayed.


95% CI fuPersStr
12.50
10.00
7.50
5.00
2.50
Hobart
Launceston
Devonport
Burnie
StationAss


Mean +- 2 SE fuPersStr
12.50
10.00
7.50
5.00
2.50
Hobart
Launceston
Devonport
Burnie
StationAss

APPENDIX N

2x2 Factorial ANOVA examining Gender Differences in Trauma Groups (Trauma vs No Trauma) at the Follow-up Phase.

Between-Subjects Factors

		Value Label	N
Gender	1.00	Male	33
	2.00	Female	25
TraumaGrp	.00	No Trauma	33
	1.00	Trauma	25

	Gender	TraumaGrp	Mean	Std. Deviation	N
fuPTGItot	Male	No Trauma	13.9500	14.77008	20
		Trauma	35.9231	14.93018	13
		Total	22.6061	18.22076	33
	Female	No Trauma	14.2308	7.95984	13
		Trauma	37.5833	16.40653	12
		Total	25.4400	17.22905	25
	Total	No Trauma	14.0606	12.38179	33
		Trauma	36.7200	15.34742	25
		Total	23.8276	17.70235	58

Descriptive Statistics

	Gender	TraumaGrp	Mean	Std. Deviation	N
fuIntrusion	Male	No Trauma	3.9000	3.14392	20
		Trauma	2.1538	2.60916	13
		Total	3.2121	3.02859	33
	Female	No Trauma	5.6154	4.77037	13
		Trauma	6.4167	3.50216	12
		Total	6.0000	4.14327	25
	Total	No Trauma	4.5758	3.88933	33
		Trauma	4.2000	3.70810	25
		Total	4.4138	3.78378	58
fuAvoid	Male	No Trauma	2.3500	1.95408	20
		Trauma	4.0769	4.13242	13
		Total	3.0303	3.06681	33
	Female	No Trauma	4.7692	3.85473	13
		Trauma	6.3333	4.61880	12
		Total	5.5200	4.22414	25

	Gender	TraumaGrp	Mean	Std. Deviation	N
fuAvoid	Total	No Trauma	3.3030	3.04636	33
		Trauma	5.1600	4.43170	25
		Total	4.1034	3.78682	58
fuHyperar	Male	No Trauma	1.1500	1.30888	20
		Trauma	1.0769	1.75412	13
		Total	1.1212	1.47389	33
	Female	No Trauma	2.1538	2.03495	13
		Trauma	3.7833	3.57284	12
		Total	2.9360	2.93455	25
	Total	No Trauma	1.5455	1.67874	33
		Trauma	2.3760	3.04854	25
		Total	1.9034	2.38062	58
fuTotIES	Male	No Trauma	7.4000	5.45218	20
		Trauma	7.3077	6.79932	13
		Total	7.3636	5.91512	33
	Female	No Trauma	12.5385	9.77766	13
		Trauma	16.5333	10.26807	12
		Total	14.4560	10.01370	25
	Total	No Trauma	9.4242	7.74609	33
		Trauma	11.7360	9.67307	25
		Total	10.4207	8.62647	58
fuRelating	Male	No Trauma	3.6000	5.08248	20
		Trauma	10.5385	5.44082	13
		Total	6.3333	6.18803	33
	Female	No Trauma	2.6154	2.66266	13
		Trauma	12.7500	6.63496	12
		Total	7.4800	7.10117	25
	Total	No Trauma	3.2121	4.27023	33
		Trauma	11.6000	6.02080	25
		Total	6.8276	6.56182	58
fuNewPoss	Male	No Trauma	2.5500	3.79022	20
		Trauma	6.9231	4.75152	13
		Total	4.2727	4.65881	33

	Gender	TraumaGrp	Mean	Std. Deviation	N
fuNewPoss	Female	No Trauma	2.1538	2.51151	13
		Trauma	6.7500	5.10125	12
		Total	4.3600	4.53578	25
	Total	No Trauma	2.3939	3.30662	33
		Trauma	6.8400	4.81906	25
		Total	4.3103	4.56611	58
fuPersStr	Male	No Trauma	3.9500	4.21120	20
		Trauma	10.9231	3.42689	13
		Total	6.6970	5.18703	33
	Female	No Trauma	5.4615	2.84650	13
		Trauma	9.5833	3.62963	12
		Total	7.4400	3.80876	25
	Total	No Trauma	4.5455	3.75908	33
		Trauma	10.2800	3.51805	25
		Total	7.0172	4.62067	58
fuSpiritChg	Male	No Trauma	.3500	.93330	20
		Trauma	.2308	.83205	13
		Total	.3030	.88335	33
	Female	No Trauma	.5385	.77625	13
		Trauma	1.0000	1.20605	12
		Total	.7600	1.01160	25
	Total	No Trauma	.4242	.86712	33
		Trauma	.6000	1.08012	25
		Total	.5000	.95971	58
fuAppLife	Male	No Trauma	3.5000	3.50188	20
		Trauma	7.3077	3.56802	13
		Total	5.0000	3.95285	33
	Female	No Trauma	3.4615	2.98930	13
		Trauma	7.5000	2.50454	12
		Total	5.4000	3.40343	25
	Total	No Trauma	3.4848	3.26076	33
		Trauma	7.4000	3.04138	25
		Total	5.1724	3.69987	58

Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.889	47.152[a]	8.000	47.000	.000
	Wilks' Lambda	.111	47.152[a]	8.000	47.000	.000
	Hotelling's Trace	8.026	47.152[a]	8.000	47.000	.000
	Roy's Largest Root	8.026	47.152[a]	8.000	47.000	.000
Gender	Pillai's Trace	.234	1.793[a]	8.000	47.000	.102
	Wilks' Lambda	.766	1.793[a]	8.000	47.000	.102
	Hotelling's Trace	.305	1.793[a]	8.000	47.000	.102
	Roy's Largest Root	.305	1.793[a]	8.000	47.000	.102
TraumaGrp	Pillai's Trace	.613	9.317[a]	8.000	47.000	.000
	Wilks' Lambda	.387	9.317[a]	8.000	47.000	.000
	Hotelling's Trace	1.586	9.317[a]	8.000	47.000	.000
	Roy's Largest Root	1.586	9.317[a]	8.000	47.000	.000
Gender * TraumaGrp	Pillai's Trace	.237	1.829[a]	8.000	47.000	.095
	Wilks' Lambda	.763	1.829[a]	8.000	47.000	.095
	Hotelling's Trace	.311	1.829[a]	8.000	47.000	.095
	Roy's Largest Root	.311	1.829[a]	8.000	47.000	.095

a. Exact statistic

b. Design: Intercept+Gender+TraumaGrp+Gender * TraumaGrp

Levene's Test of Equality of Error Variances[a]

	F	df1	df2	Sig.
fuIntrusion	2.600	3	54	.062
fuAvoid	6.778	3	54	.001
fuHyperar	7.876	3	54	.000
fuTotIES	3.551	3	54	.020
fuRelating	2.393	3	54	.078
fuNewPoss	2.416	3	54	.076
fuPersStr	2.053	3	54	.117
fuSpiritChg	1.876	3	54	.145
fuAppLife	1.219	3	54	.312
fuPTGItot	1.796	3	54	.159

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+Gender+TraumaGrp+Gender * TraumaGrp

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender * TraumaGrp	fuIntrusion	22.597	1	22.597	1.801	.185
	fuAvoid	.092	1	.092	.007	.933
	fuHyperar	10.094	1	10.094	2.100	.153
	fuTotIES	58.169	1	58.169	.917	.343
	fuRelating	35.571	1	35.571	1.357	.249
	fuNewPoss	.173	1	.173	.010	.919
	fuPersStr	28.309	1	28.309	2.123	.151
	fuSpiritChg	1.175	1	1.175	1.319	.256
	fuAppLife	.185	1	.185	.018	.894
	fuPTGItot	6.626	1	6.626	.034	.855
Error	fuIntrusion	677.486	54	12.546		
	fuAvoid	690.447	54	12.786		
	fuHyperar	259.582	54	4.807		
	fuTotIES	3426.567	54	63.455		
	fuRelating	1415.358	54	26.210		
	fuNewPoss	905.815	54	16.774		
	fuPersStr	720.021	54	13.334		
	fuSpiritChg	48.088	54	.891		
	fuAppLife	562.000	54	10.407		
	fuPTGItot	10541.097	54	195.206		
Total	fuIntrusion	1946.000	58			
	fuAvoid	1794.000	58			
	fuHyperar	533.180	58			
	fuTotIES	10539.980	58			
	fuRelating	5158.000	58			
	fuNewPoss	2266.000	58			
	fuPersStr	4073.000	58			
	fuSpiritChg	67.000	58			
	fuAppLife	2332.000	58			
	fuPTGItot	50792.000	58			

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	fuIntrusion	138.583[a]	3	46.194	3.682	.017
	fuAvoid	126.932[b]	3	42.311	3.309	.027
	fuHyperar	63.457[c]	3	21.152	4.400	.008
	fuTotIES	815.149[d]	3	271.716	4.282	.009
	fuRelating	1038.918[e]	3	346.306	13.213	.000
	fuNewPoss	282.598[f]	3	94.199	5.616	.002
	fuPersStr	496.962[g]	3	165.654	12.424	.000
	fuSpiritChg	4.412[h]	3	1.471	1.651	.188
	fuAppLife	218.276[i]	3	72.759	6.991	.000
	fuPTGItot	7321.178[j]	3	2440.393	12.502	.000
Intercept	fuIntrusion	1139.008	1	1139.008	90.786	.000
	fuAvoid	1070.003	1	1070.003	83.685	.000
	fuHyperar	232.094	1	232.094	48.282	.000
	fuTotIES	6674.026	1	6674.026	105.177	.000
	fuRelating	3031.125	1	3031.125	115.646	.000
	fuNewPoss	1175.959	1	1175.959	70.105	.000
	fuPersStr	3116.809	1	3116.809	233.754	.000
	fuSpiritChg	15.639	1	15.639	17.561	.000
	fuAppLife	1650.185	1	1650.185	158.559	.000
	fuPTGItot	36006.341	1	36006.341	184.454	.000
Gender	fuIntrusion	124.448	1	124.448	9.919	.003
	fuAvoid	76.125	1	76.125	5.954	.018
	fuHyperar	47.935	1	47.935	9.972	.003
	fuTotIES	718.462	1	718.462	11.322	.001
	fuRelating	5.242	1	5.242	.200	.657
	fuNewPoss	1.128	1	1.128	.067	.796
	fuPersStr	.103	1	.103	.008	.930
	fuSpiritChg	3.194	1	3.194	3.586	.064
	fuAppLife	.082	1	.082	.008	.929
	fuPTGItot	13.119	1	13.119	.067	.796
TraumaGrp	fuIntrusion	3.109	1	3.109	.248	.621
	fuAvoid	37.715	1	37.715	2.950	.092
	fuHyperar	8.435	1	8.435	1.755	.191
	fuTotIES	53.033	1	53.033	.836	.365
	fuRelating	1015.010	1	1015.010	38.726	.000
	fuNewPoss	280.128	1	280.128	16.700	.000
	fuPersStr	428.638	1	428.638	32.147	.000
	fuSpiritChg	.408	1	.408	.458	.501
	fuAppLife	214.368	1	214.368	20.598	.000
	fuPTGItot	7153.762	1	7153.762	36.647	.000

APPENDIX O

Trauma Group Comparisons (4 trauma groups) for all other Variables at Follow-up Phase.

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
fuJStot	No Trauma BL&FU	18	69.5000	7.46167	1.75873	65.7894	73.2106	58.00	78.00
	No Trauma BL, Trauma FU	15	67.7333	6.81874	1.76059	63.9572	71.5094	56.00	78.00
	Trauma BL, No Trauma FU	13	70.0769	5.33013	1.47831	66.8560	73.2979	61.00	77.00
	Trauma BL&FU	12	68.7500	8.42210	2.43125	63.3989	74.1011	54.00	81.00
	Total	58	69.0172	6.96228	.91419	67.1866	70.8479	54.00	81.00
fuPerfDiff	No Trauma BL&FU	18	10.5556	2.00653	.47294	9.5577	11.5534	7.00	14.00
	No Trauma BL, Trauma FU	15	11.2000	2.33605	.60317	9.9063	12.4937	7.00	15.00
	Trauma BL, No Trauma FU	13	10.4615	2.84650	.78948	8.7414	12.1817	7.00	15.00
	Trauma BL&FU	12	11.4167	2.46644	.71200	9.8496	12.9838	8.00	15.00
	Total	58	10.8793	2.36256	.31022	10.2581	11.5005	7.00	15.00
fuGenDist	No Trauma BL&FU	18	7.8889	1.77859	.41922	7.0044	8.7734	6.00	13.00
	No Trauma BL, Trauma FU	15	7.7333	2.08624	.53866	6.5780	8.8887	6.00	13.00
	Trauma BL, No Trauma FU	13	7.6154	2.14237	.59419	6.3208	8.9100	6.00	14.00
	Trauma BL&FU	12	8.4167	2.06522	.59618	7.1045	9.7288	6.00	11.00
	Total	58	7.8966	1.97075	.25877	7.3784	8.4147	6.00	14.00
fuSomDist	No Trauma BL&FU	18	8.4444	1.88562	.44444	7.5067	9.3821	7.00	13.00
	No Trauma BL, Trauma FU	15	7.8667	.99043	.25573	7.3182	8.4151	7.00	10.00
	Trauma BL, No Trauma FU	13	9.3462	2.11527	.58667	8.0679	10.6244	7.00	14.50
	Trauma BL&FU	12	8.7917	2.08303	.60132	7.4682	10.1152	7.00	14.50
	Total	58	8.5690	1.83401	.24082	8.0867	9.0512	7.00	14.50
fuHSCLtot	No Trauma BL&FU	18	26.8889	4.26875	1.00615	24.7661	29.0117	20.00	35.00
	No Trauma BL, Trauma FU	15	26.8000	4.21223	1.08759	24.4673	29.1327	20.00	35.00
	Trauma BL, No Trauma FU	13	27.4231	4.77775	1.32511	24.5359	30.3102	22.00	37.00
	Trauma BL&FU	12	28.6250	4.02901	1.16308	26.0651	31.1849	22.00	35.00
	Total	58	27.3448	4.26862	.56050	26.2225	28.4672	20.00	37.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
fuJStot	.965	3	54	.416
fuPerfDiff	.851	3	54	.472
fuGenDist	.528	3	54	.665
fuSomDist	1.032	3	54	.386
fuHSCLtot	.346	3	54	.792

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
fuJStot	Between Groups	44.376	3	14.792	.294	.830
	Within Groups	2718.606	54	50.345		
	Total	2762.983	57			
fuPerfDiff	Between Groups	9.163	3	3.054	.534	.661
	Within Groups	308.992	54	5.722		
	Total	318.155	57			
fuGenDist	Between Groups	4.675	3	1.558	.388	.762
	Within Groups	216.705	54	4.013		
	Total	221.379	57			
fuSomDist	Between Groups	16.125	3	5.375	1.653	.188
	Within Groups	175.599	54	3.252		
	Total	191.724	57			
fuHSCLtot	Between Groups	27.940	3	9.313	.498	.685
	Within Groups	1010.663	54	18.716		
	Total	1038.603	57			

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
fuOpHass	No Trauma BL&FU	18	67.0000	32.51968	7.66496	50.8283	83.1717	22.00	115.00
	No Trauma BL, Trauma FU	15	53.0000	29.28676	7.56181	36.7815	69.2185	14.00	115.00
	Trauma BL, No Trauma FU	13	61.1538	34.85170	9.66612	40.0932	82.2145	13.00	119.00
	Trauma BL&FU	12	74.5833	27.30121	7.88118	57.2370	91.9297	24.00	119.00
	Total	58	63.6379	31.39432	4.12228	55.3832	71.8926	13.00	119.00
fuOrgHass	No Trauma BL&FU	18	53.6111	31.04672	7.31778	38.1719	69.0503	13.00	103.00
	No Trauma BL, Trauma FU	15	31.5333	23.46994	6.05991	18.5361	44.5306	8.00	86.00
	Trauma BL, No Trauma FU	13	45.8462	23.45864	6.50626	31.6702	60.0221	19.00	96.00
	Trauma BL&FU	12	56.5833	22.40316	6.46723	42.3490	70.8176	19.00	96.00
	Total	58	46.7759	27.05228	3.55214	39.6628	53.8889	8.00	103.00
fuOrgUplift	No Trauma BL&FU	18	83.3889	27.70037	6.52904	69.6138	97.1640	37.00	124.00
	No Trauma BL, Trauma FU	15	75.2000	19.55651	5.04947	64.3700	86.0300	50.00	118.00
	Trauma BL, No Trauma FU	13	86.6154	11.60846	3.21961	79.6005	93.6303	65.00	104.00
	Trauma BL&FU	12	68.0000	22.75961	6.57013	53.5392	82.4608	32.00	104.00
	Total	58	78.8103	22.35319	2.93512	72.9329	84.6878	32.00	124.00
fuOpUplift	No Trauma BL&FU	18	43.0556	14.70283	3.46549	35.7440	50.3671	15.00	61.00
	No Trauma BL, Trauma FU	15	37.0667	9.39199	2.42500	31.8656	42.2678	28.00	60.00
	Trauma BL, No Trauma FU	13	40.0000	8.07259	2.23893	35.1218	44.8782	23.00	58.00
	Trauma BL&FU	12	34.3333	8.54223	2.46593	28.9059	39.7608	20.00	50.00
	Total	58	39.0172	11.17719	1.46764	36.0783	41.9561	15.00	61.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
fuOpHass	1.135	3	54	.343
fuOrgHass	.774	3	54	.513
fuOrgUplift	3.230	3	54	.029
fuOpUplift	3.808	3	54	.015

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
fuOpHass	Between Groups	3418.788	3	1139.596	1.166	.331
	Within Groups	52760.609	54	977.048		
	Total	56179.397	57			
fuOrgHass	Between Groups	5491.466	3	1830.489	2.729	.053
	Within Groups	36222.620	54	670.789		
	Total	41714.086	57			
fuOrgUplift	Between Groups	2767.159	3	922.386	1.937	.135
	Within Groups	25713.755	54	476.181		
	Total	28480.914	57			
fuOpUplift	Between Groups	626.438	3	208.813	1.736	.170
	Within Groups	6494.544	54	120.269		
	Total	7120.983	57			

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
fuVision	No Trauma BL&FU	18	30.2778	8.43526	1.98821	26.0830	34.4725	23.00	44.00
	No Trauma BL, Trauma FU	15	36.9333	7.00476	1.80862	33.0542	40.8124	22.00	44.00
	Trauma BL, No Trauma FU	13	37.0769	4.66300	1.29328	34.2591	39.8947	28.00	44.00
	Trauma BL&FU	12	33.5000	4.94515	1.42754	30.3580	36.6420	26.00	44.00
	Total	58	34.1897	7.16829	.94124	32.3048	36.0745	22.00	44.00
fuParticipat	No Trauma BL&FU	18	34.5000	11.08921	2.61375	28.9855	40.0145	21.00	52.00
	No Trauma BL, Trauma FU	15	37.4000	7.52899	1.94398	33.2306	41.5694	24.00	54.00
	Trauma BL, No Trauma FU	13	38.6154	6.44901	1.78863	34.7183	42.5125	26.00	50.00
	Trauma BL&FU	12	39.1667	6.29333	1.81673	35.1681	43.1653	32.00	50.00
	Total	58	37.1379	8.40102	1.10311	34.9290	39.3469	21.00	54.00
fuInnovation	No Trauma BL&FU	18	20.7778	5.19678	1.22489	18.1935	23.3621	13.00	32.00
	No Trauma BL, Trauma FU	15	21.4000	5.19340	1.34093	18.5240	24.2760	14.00	34.00
	Trauma BL, No Trauma FU	13	20.1538	5.25747	1.45816	16.9768	23.3309	13.00	28.00
	Trauma BL&FU	12	20.6667	4.07505	1.17637	18.0775	23.2558	14.00	28.00
	Total	58	20.7759	4.88838	.64188	19.4905	22.0612	13.00	34.00
fuTaskorien	No Trauma BL&FU	18	30.5556	4.57901	1.07928	28.2785	32.8326	22.00	38.00
	No Trauma BL, Trauma FU	15	31.2667	3.86313	.99746	29.1273	33.4060	24.00	38.00
	Trauma BL, No Trauma FU	13	31.7692	3.96135	1.09868	29.3754	34.1631	23.00	36.00
	Trauma BL&FU	12	33.4167	2.96827	.85686	31.5307	35.3026	28.00	36.00
	Total	58	31.6034	3.99974	.52519	30.5518	32.6551	22.00	38.00
fuInteract	No Trauma BL&FU	18	10.3333	3.18082	.74973	8.7515	11.9151	7.00	16.00
	No Trauma BL, Trauma FU	15	10.8667	3.62268	.93537	8.8605	12.8728	5.00	19.00
	Trauma BL, No Trauma FU	13	10.6154	2.32875	.64588	9.2081	12.0226	8.00	16.00
	Trauma BL&FU	12	12.2500	3.91094	1.12899	9.7651	14.7349	8.00	19.00
	Total	58	10.9310	3.29200	.43226	10.0654	11.7966	5.00	19.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
fuVision	4.491	3	54	.007
fuParticipat	3.685	3	54	.017
fuInnovation	.898	3	54	.448
fuTaskorien	.531	3	54	.663
fuInteract	1.221	3	54	.311

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
fuVision	Between Groups	502.446	3	167.482	3.727	.017
	Within Groups	2426.468	54	44.935		
	Total	2928.914	57			
fuParticipat	Between Groups	204.053	3	68.018	.962	.418
	Within Groups	3818.844	54	70.719		
	Total	4022.897	57			
fuInnovation	Between Groups	11.016	3	3.672	.147	.931
	Within Groups	1351.070	54	25.020		
	Total	1362.086	57			
fuTaskorien	Between Groups	61.277	3	20.426	1.297	.285
	Within Groups	850.602	54	15.752		
	Total	911.879	57			
fuInteract	Between Groups	28.664	3	9.555	.876	.459
	Within Groups	589.060	54	10.909		
	Total	617.724	57			

fuVision

Ryan-Einot-Gabriel-Welsch Range[a]

TraumaComp	N	Subset for alpha = .05	
		1	2
No Trauma BL&FU	18	30.2778	
Trauma BL&FU	12	33.5000	33.5000
No Trauma BL, Trauma FU	15		36.9333
Trauma BL, No Trauma FU	13		37.0769
Sig.		.429	.397

Means for groups in homogeneous subsets are displayed.

a. Critical values are not monotonic for these data. Substitutions have been made to ensure monotonicity. Type I error is therefore smaller.

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
fuActive	No Trauma BL&FU	18	12.1111	2.94836	.69493	10.6449	13.5773	9.00	17.00
	No Trauma BL, Trauma FU	15	11.9333	2.49189	.64340	10.5534	13.3133	9.00	17.00
	Trauma BL, No Trauma FU	13	12.6154	2.81480	.78068	10.9144	14.3163	7.00	16.00
	Trauma BL&FU	12	10.0833	3.14667	.90836	8.0840	12.0826	5.00	14.00
	Total	58	11.7586	2.91584	.38287	10.9919	12.5253	5.00	17.00
fupaInn	No Trauma BL&FU	18	12.5556	2.30657	.54366	11.4085	13.7026	10.00	18.00
	No Trauma BL, Trauma FU	15	13.0667	2.31352	.59735	11.7855	14.3479	10.00	18.00
	Trauma BL, No Trauma FU	13	11.6154	3.12353	.86631	9.7279	13.5029	5.00	16.00
	Trauma BL&FU	12	10.7500	2.95804	.85391	8.8706	12.6294	5.00	14.00
	Total	58	12.1034	2.71894	.35701	11.3885	12.8184	5.00	18.00

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
fusupp	No Trauma BL&FU	18	10.4444	1.72259	.40602	9.5878	11.3011	8.00	14.00
	No Trauma BL, Trauma FU	15	10.4000	2.02837	.52372	9.2767	11.5233	8.00	14.00
	Trauma BL, No Trauma FU	13	9.6923	1.97419	.54754	8.4993	10.8853	7.00	14.00
	Trauma BL&FU	12	8.2500	1.71226	.49429	7.1621	9.3379	7.00	12.00
	Total	58	9.8103	2.00400	.26314	9.2834	10.3373	7.00	14.00
furestrain	No Trauma BL&FU	18	10.4444	2.20220	.51906	9.3493	11.5396	7.00	15.00
	No Trauma BL, Trauma FU	15	9.6000	2.22967	.57570	8.3652	10.8348	7.00	13.00
	Trauma BL, No Trauma FU	13	9.4615	2.22169	.61619	8.1190	10.8041	6.00	13.00
	Trauma BL&FU	12	9.5833	1.88092	.54298	8.3883	10.7784	6.00	13.00
	Total	58	9.8276	2.13688	.28059	9.2657	10.3894	6.00	15.00
fuSSI	No Trauma BL&FU	18	10.7778	2.92163	.68864	9.3249	12.2307	5.00	16.00
	No Trauma BL, Trauma FU	15	10.8667	2.99682	.77378	9.2071	12.5263	5.00	15.00
	Trauma BL, No Trauma FU	13	10.1538	2.51151	.69657	8.6362	11.6715	7.00	16.00
	Trauma BL&FU	12	11.4167	2.27470	.65665	9.9714	12.8619	7.00	14.00
	Total	58	10.7931	2.69345	.35367	10.0849	11.5013	5.00	16.00
fuSSE	No Trauma BL&FU	18	7.8889	2.76297	.65124	6.5149	9.2629	4.00	11.00
	No Trauma BL, Trauma FU	15	7.5333	2.79966	.72287	5.9829	9.0837	4.00	14.00
	Trauma BL, No Trauma FU	13	6.6154	3.09673	.85888	6.7440	10.4867	4.00	16.00
	Trauma BL&FU	12	10.2500	3.51943	1.01597	8.0139	12.4861	6.00	15.00
	Total	58	8.4483	3.10163	.40726	7.6327	9.2638	4.00	16.00
fuPosRe	No Trauma BL&FU	18	13.0000	3.19926	.75407	11.4090	14.5910	8.00	19.00
	No Trauma BL, Trauma FU	15	11.9333	3.34806	.86447	10.0792	13.7874	8.00	19.00
	Trauma BL, No Trauma FU	13	12.5385	2.53691	.70361	11.0054	14.0715	8.00	17.00
	Trauma BL&FU	12	13.6667	2.10339	.60720	12.3302	15.0031	8.00	16.00
	Total	58	12.7586	2.89773	.38049	11.9967	13.5205	8.00	19.00

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
fuAccept	No Trauma BL&FU	18	14.1667	3.97418	.93672	12.1904	16.1430	8.00	20.00
	No Trauma BL, Trauma FU	15	14.4667	3.79599	.98012	12.3645	16.5688	10.00	20.00
	Trauma BL, No Trauma FU	13	16.0769	4.19248	1.16279	13.5434	18.6104	7.00	20.00
	Trauma BL&FU	12	13.8333	2.82307	.81495	12.0396	15.6270	7.00	18.00
	Total	58	14.6034	3.76475	.49434	13.6136	15.5933	7.00	20.00
fuReligion	No Trauma BL&FU	18	5.5556	3.01413	.71044	4.0567	7.0544	4.00	15.00
	No Trauma BL, Trauma FU	15	6.6000	4.20544	1.08584	4.2711	8.9289	4.00	15.00
	Trauma BL, No Trauma FU	13	4.5385	1.33012	.36891	3.7347	5.3422	4.00	8.00
	Trauma BL&FU	12	5.0000	1.53741	.44381	4.0232	5.9768	4.00	8.00
	Total	58	5.4828	2.90940	.38202	4.7178	6.2477	4.00	15.00
fuFandV	No Trauma BL&FU	18	5.6667	2.11438	.49836	4.6152	6.7181	4.00	11.00
	No Trauma BL, Trauma FU	15	5.9333	1.86956	.48272	4.8980	6.9687	4.00	10.00
	Trauma BL, No Trauma FU	13	5.1538	1.57301	.43627	4.2033	6.1044	4.00	9.00
	Trauma BL&FU	12	6.5000	1.97714	.57075	5.2438	7.7562	4.00	10.00
	Total	58	5.7931	1.91722	.25174	5.2890	6.2972	4.00	11.00
fuDenial	No Trauma BL&FU	18	4.7222	1.52646	.35979	3.9631	5.4813	4.00	10.00
	No Trauma BL, Trauma FU	15	4.8000	1.52128	.39279	3.9575	5.6425	4.00	10.00
	Trauma BL, No Trauma FU	13	5.3077	1.88788	.52360	4.1669	6.4485	4.00	10.00
	Trauma BL&FU	12	6.6667	3.02515	.87328	4.7446	8.5888	4.00	12.00
	Total	58	5.2759	2.08413	.27366	4.7279	5.8239	4.00	12.00
fuBDis	No Trauma BL&FU	18	4.2278	.85185	.20078	3.8042	4.6514	3.90	7.20
	No Trauma BL, Trauma FU	15	4.2933	.92386	.23854	3.7817	4.8050	3.90	7.20
	Trauma BL, No Trauma FU	13	3.9000	.00000	.00000	3.9000	3.9000	3.90	3.90
	Trauma BL&FU	12	4.8750	1.12583	.32500	4.1597	5.5903	3.90	6.50
	Total	58	4.3052	.88227	.11585	4.0732	4.5372	3.90	7.20

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
fuMDis	No Trauma BL&FU	18	6.2222	2.12978	.50199	5.1631	7.2813	4.00	11.00
	No Trauma BL, Trauma FU	15	6.7333	2.52039	.65076	5.3376	8.1291	4.00	11.00
	Trauma BL, No Trauma FU	13	6.6923	1.88788	.52360	5.5515	7.8331	4.00	10.00
	Trauma BL&FU	12	10.0833	4.56186	1.31690	7.1849	12.9818	4.00	16.00
	Total	58	7.2586	3.13755	.41198	6.4336	8.0836	4.00	16.00
fuAlcDrg	No Trauma BL&FU	18	4.6667	1.53393	.36155	3.9039	5.4295	4.00	8.00
	No Trauma BL, Trauma FU	15	4.5333	1.40746	.36341	3.7539	5.3128	4.00	8.00
	Trauma BL, No Trauma FU	13	4.6154	1.50214	.41662	3.7077	5.5231	4.00	8.00
	Trauma BL&FU	12	7.0000	3.86123	1.11464	4.5467	9.4533	4.00	12.00
	Total	58	5.1034	2.34476	.30788	4.4869	5.7200	4.00	12.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
fuActive	.500	3	54	.684
fupalnn	.361	3	54	.781
fusupp	.398	3	54	.755
furestrain	.505	3	54	.680
fuSSI	.571	3	54	.636
fuSSE	.848	3	54	.474
fuPosRe	2.531	3	54	.067
fuAccept	1.805	3	54	.157
fuReligion	6.631	3	54	.001
fuFandV	.275	3	54	.843
fuDenial	4.053	3	54	.011
fuBDis	7.173	3	54	.000
fuMDis	8.023	3	54	.000
fuAlcDrg	16.752	3	54	.000

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
fuActive	Between Groups	45.916	3	15.305	1.884	.143
	Within Groups	438.705	54	8.124		
	Total	484.621	57			
fupalnn	Between Groups	42.675	3	14.225	2.028	.121
	Within Groups	378.705	54	7.013		
	Total	421.379	57			
fusupp	Between Groups	41.850	3	13.950	4.027	.012
	Within Groups	187.064	54	3.464		
	Total	228.914	57			
furestrain	Between Groups	10.084	3	3.361	.725	.541
	Within Groups	250.192	54	4.633		
	Total	260.276	57			
fuSSI	Between Groups	10.064	3	3.355	.449	.719
	Within Groups	403.453	54	7.471		
	Total	413.517	57			
fuSSE	Between Groups	57.507	3	19.169	2.109	.110
	Within Groups	490.838	54	9.090		
	Total	548.345	57			
fuPosRe	Between Groups	21.790	3	7.263	.859	.468
	Within Groups	456.831	54	8.460		
	Total	478.621	57			
fuAccept	Between Groups	39.056	3	13.019	.914	.440
	Within Groups	768.823	54	14.237		
	Total	807.879	57			
fuReligion	Between Groups	33.208	3	11.069	1.330	.274
	Within Groups	449.275	54	8.320		
	Total	482.483	57			
fuFandV	Between Groups	11.892	3	3.964	1.083	.364
	Within Groups	197.626	54	3.660		
	Total	209.517	57			
fuDenial	Between Groups	32.139	3	10.713	2.685	.056
	Within Groups	215.447	54	3.990		
	Total	247.586	57			

		Sum of Squares	df	Mean Square	F	Sig.
fuBDis	Between Groups	6.141	3	2.047	2.891	.044
	Within Groups	38.228	54	.708		
	Total	44.368	57			
fuMDis	Between Groups	123.390	3	41.130	5.074	.004
	Within Groups	437.730	54	8.106		
	Total	561.121	57			
fuAlcDrg	Between Groups	54.569	3	18.190	3.795	.015
	Within Groups	258.810	54	4.793		
	Total	313.379	57			

fusupp

Ryan-Einot-Gabriel-Welsch Range[a]

TraumaComp	N	Subset for alpha = .05	
		1	2
Trauma BL&FU	12	8.2500	
Trauma BL, No Trauma FU	13	9.6923	9.6923
No Trauma BL, Trauma FU	15		10.4000
No Trauma BL&FU	18		10.4444
Sig.		.122	.561

Means for groups in homogeneous subsets are displayed.

fuBDis

Ryan-Einot-Gabriel-Welsch Range

TraumaComp	N	Subset for alpha = .05	
		1	2
Trauma BL, No Trauma FU	13	3.9000	
No Trauma BL&FU	18	4.2278	4.2278
No Trauma BL, Trauma FU	15	4.2933	4.2933
Trauma BL&FU	12		4.8750
Sig.		.463	.153

Means for groups in homogeneous subsets are displayed.

fuMDis

Ryan-Einot-Gabriel-Welsch Range

TraumaComp	N	Subset for alpha = .05	
		1	2
No Trauma BL&FU	18	6.2222	
Trauma BL, No Trauma FU	13	6.6923	
No Trauma BL, Trauma FU	15	6.7333	
Trauma BL&FU	12		10.0833
Sig.		.876	1.000

Means for groups in homogeneous subsets are displayed.

fuAlcDrg

Ryan-Einot-Gabriel-Welsch Range

TraumaComp	N	Subset for alpha = .05	
		1	2
No Trauma BL, Trauma FU	15	4.5333	
Trauma BL, No Trauma FU	13	4.6154	
No Trauma BL&FU	18	4.6667	
Trauma BL&FU	12		7.0000
Sig.		.985	1.000

Means for groups in homogeneous subsets are displayed.

APPENDIX P

Trauma Group Comparisons – Personality.

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Persoanlity 1 - Neuroticism	No Trauma BL&FU	18	14.8333	5.23843	1.23471	12.2283	17.4383	7.00	30.00
	No Trauma BL, Trauma FU	15	16.6667	6.84175	1.76653	12.8778	20.4555	3.00	26.00
	Trauma BL, No Trauma FU	13	18.1538	9.77962	2.71238	12.2441	24.0636	1.00	35.00
	Trauma BL&FU	12	18.9167	7.77476	2.24438	13.9768	23.8565	8.00	37.00
	Total	58	16.8966	7.35250	.96543	14.9633	18.8298	1.00	37.00
Personality 2 - Extraversion	No Trauma BL&FU	18	32.5000	5.22719	1.23206	29.9006	35.0994	23.00	45.00
	No Trauma BL, Trauma FU	15	33.4667	6.63181	1.71233	29.7941	37.1392	22.00	46.00
	Trauma BL, No Trauma FU	13	33.3846	3.59487	.99704	31.2123	35.5570	27.00	39.00
	Trauma BL&FU	12	34.5833	6.34548	1.83178	30.5516	38.6151	26.00	47.00
	Total	58	33.3793	5.47667	.71912	31.9393	34.8193	22.00	47.00
Persoanlity 3 - Openness to Experience	No Trauma BL&FU	18	25.6667	5.35779	1.26284	23.0023	28.3310	14.00	38.00
	No Trauma BL, Trauma FU	15	24.8667	5.23541	1.35178	21.9674	27.7659	16.00	34.00
	Trauma BL, No Trauma FU	13	24.3846	6.13105	1.70045	20.6797	28.0896	16.00	39.00
	Trauma BL&FU	12	26.9167	5.80687	1.67630	23.2272	30.6062	15.00	34.00
	Total	58	25.4310	5.52542	.72552	23.9782	26.8839	14.00	39.00
Personality 4 - Agreeableness	No Trauma BL&FU	18	33.6111	6.02093	1.41915	30.6170	36.6053	23.00	42.00
	No Trauma BL, Trauma FU	15	30.9333	4.39913	1.13585	28.4972	33.3695	22.00	41.00
	Trauma BL, No Trauma FU	13	32.3846	4.87405	1.35182	29.4393	35.3300	21.00	37.00
	Trauma BL&FU	12	31.5833	5.80687	1.67630	27.8938	35.2728	24.00	43.00
	Total	58	32.2241	5.31150	.69743	30.8276	33.6207	21.00	43.00
Personality 5 - Conscientiousness	No Trauma BL&FU	18	36.3333	5.41240	1.27572	33.6418	39.0249	27.00	45.00
	No Trauma BL, Trauma FU	15	35.4000	6.06865	1.56692	32.0393	38.7607	23.00	43.00
	Trauma BL, No Trauma FU	13	35.6154	3.50092	.97098	33.4998	37.7310	29.00	44.00
	Trauma BL&FU	12	32.5833	6.89477	1.99035	28.2026	36.9641	21.00	43.00
	Total	58	35.1552	5.60639	.73616	33.6810	36.6293	21.00	45.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Persoanlity 1 - Neuroticism	2.272	3	54	.091
Personality 2 - Extraversion	1.403	3	54	.252
Persoanlity 3 - Openness to Experience	.096	3	54	.962
Personality 4 - Agreeableness	1.460	3	54	.236
Personality 5 - Conscientiousness	2.677	3	54	.056

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Persoanlity 1 - Neuroticism	Between Groups	146.937	3	48.979	.901	.447
	Within Groups	2934.442	54	54.342		
	Total	3081.379	57			
Personality 2 - Extraversion	Between Groups	31.428	3	10.476	.337	.799
	Within Groups	1678.227	54	31.078		
	Total	1709.655	57			
Persoanlity 3 - Openness to Experience	Between Groups	46.497	3	15.499	.494	.688
	Within Groups	1693.727	54	31.365		
	Total	1740.224	57			
Personality 4 - Agreeableness	Between Groups	64.882	3	21.627	.757	.523
	Within Groups	1543.205	54	28.578		
	Total	1608.086	57			
Personality 5 - Conscientiousness	Between Groups	108.010	3	36.003	1.155	.336
	Within Groups	1683.594	54	31.178		
	Total	1791.603	57			

APPENDIX Q

Trauma Group Comparisons – Baseline Stress and Coping.

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
HSCL Factor 1 - Performance Difficulties	No Trauma BL&FU	18	13.2867	2.71755	.64053	11.9353	14.6381	9.00	20.00
	No Trauma BL, Trauma FU	15	13.1440	2.50306	.64629	11.7578	14.5302	10.00	19.00
	Trauma BL, No Trauma FU	13	13.8462	3.57878	.99258	11.6835	16.0088	9.00	21.00
	Trauma BL&FU	12	12.7500	2.95804	.85391	10.8706	14.6294	7.00	17.00
	Total	58	13.2641	2.87458	.37745	12.5083	14.0200	7.00	21.00
HSCL Factor 2 - General feelings of distress	No Trauma BL&FU	18	9.8628	2.68922	.63385	8.5255	11.2001	7.00	18.00
	No Trauma BL, Trauma FU	15	10.6353	2.09124	.53996	9.4772	11.7934	7.00	15.00
	Trauma BL, No Trauma FU	13	11.4615	4.90944	1.36163	8.4948	14.4283	7.00	22.00
	Trauma BL&FU	12	11.0833	3.05877	.88299	9.1399	13.0268	7.00	19.00
	Total	58	10.6734	3.23971	.42540	9.8216	11.5253	7.00	22.00

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
HSCL Factor 3 - Somatic Distress	No Trauma BL&FU	18	9.5933	1.77376	.41808	8.7113	10.4754	7.00	13.00
	No Trauma BL, Trauma FU	15	10.5120	3.85014	.99410	8.3799	12.6441	7.00	22.00
	Trauma BL, No Trauma FU	13	11.3077	4.42313	1.22676	8.6348	13.9806	7.00	21.00
	Trauma BL&FU	12	9.5833	1.56428	.45157	8.5894	10.5772	8.00	13.00
	Total	58	10.2131	3.10995	.40836	9.3954	11.0308	7.00	22.00
TrBHSCLTot	No Trauma BL&FU	18	32.7428	5.49163	1.29439	30.0119	35.4737	24.00	45.00
	No Trauma BL, Trauma FU	15	34.2913	7.31370	1.88839	30.2411	38.3415	25.00	56.00
	Trauma BL, No Trauma FU	13	36.3077	11.42647	3.16913	29.4027	43.2126	24.00	57.00
	Trauma BL&FU	12	33.4167	5.85364	1.68980	29.6974	37.1359	22.00	45.00
	Total	58	34.0817	7.61795	1.00029	32.0787	36.0848	22.00	57.00
Active	No Trauma BL&FU	18	13.3889	2.81046	.66243	11.9913	14.7865	8.00	18.00
	No Trauma BL, Trauma FU	15	13.3333	2.79455	.72155	11.7858	14.8809	6.00	17.00
	Trauma BL, No Trauma FU	13	12.7692	2.12736	.59002	11.4837	14.0548	9.00	16.00
	Trauma BL&FU	12	11.4167	2.31432	.66809	9.9462	12.8871	6.00	14.00
	Total	58	12.8276	2.61667	.34359	12.1396	13.5156	6.00	18.00
Plann	No Trauma BL&FU	18	14.9444	3.15244	.74304	13.3768	16.5121	8.00	20.00
	No Trauma BL, Trauma FU	15	14.2000	3.00476	.77583	12.5360	15.8640	8.00	20.00
	Trauma BL, No Trauma FU	13	13.3846	3.12353	.86631	11.4971	15.2721	8.00	20.00
	Trauma BL&FU	12	13.0000	3.04512	.87905	11.0652	14.9348	8.00	18.00
	Total	58	14.0000	3.10065	.40714	13.1847	14.8153	8.00	20.00
Suppres	No Trauma BL&FU	18	11.0000	2.65684	.62622	9.6788	12.3212	7.00	17.00
	No Trauma BL, Trauma FU	15	10.4000	2.52982	.65320	8.9990	11.8010	5.00	13.00
	Trauma BL, No Trauma FU	13	11.0000	2.12132	.58835	9.7181	12.2819	7.00	16.00
	Trauma BL&FU	12	9.7500	2.09436	.60459	8.4193	11.0807	8.00	14.00
	Total	58	10.5862	2.39176	.31405	9.9573	11.2151	5.00	17.00

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Restraint	No Trauma BL&FU	18	11.1667	2.74933	.64802	9.7995	12.5339	8.00	17.00
	No Trauma BL, Trauma FU	15	11.7333	3.34806	.86447	9.8792	13.5874	7.00	19.00
	Trauma BL, No Trauma FU	13	10.8462	1.86396	.51697	9.7198	11.9725	8.00	14.00
	Trauma BL&FU	12	11.4167	2.39159	.69039	9.8971	12.9362	8.00	15.00
	Total	58	11.2931	2.63584	.34610	10.6000	11.9862	7.00	19.00
SSI	No Trauma BL&FU	18	12.2778	3.02549	.71312	10.7732	13.7823	7.00	17.00
	No Trauma BL, Trauma FU	15	11.3333	3.01583	.77868	9.6632	13.0034	6.00	17.00
	Trauma BL, No Trauma FU	13	12.7692	3.00427	.83323	10.9538	14.5847	7.00	17.00
	Trauma BL&FU	12	11.4167	2.39159	.69039	9.8971	12.9362	7.00	15.00
	Total	58	11.9655	2.88350	.37862	11.2073	12.7237	6.00	17.00
SSE	No Trauma BL&FU	18	11.6111	3.95770	.93284	9.6430	13.5792	4.00	19.00
	No Trauma BL, Trauma FU	15	9.4667	3.31375	.85561	7.6316	11.3018	4.00	15.00
	Trauma BL, No Trauma FU	13	11.1538	3.82636	1.06124	8.8416	13.4661	6.00	20.00
	Trauma BL&FU	12	10.4167	2.84312	.82074	8.6102	12.2231	7.00	16.00
	Total	58	10.7069	3.56891	.46862	9.7685	11.6453	4.00	20.00
Posre	No Trauma BL&FU	18	14.7222	3.33970	.78717	13.0614	16.3830	8.00	20.00
	No Trauma BL, Trauma FU	15	14.5333	3.18179	.82154	12.7713	16.2954	8.00	20.00
	Trauma BL, No Trauma FU	13	14.3077	3.70551	1.02772	12.0685	16.5469	7.00	20.00
	Trauma BL&FU	12	14.1667	3.06989	.88620	12.2161	16.1172	8.00	19.00
	Total	58	14.4655	3.25099	.42688	13.6107	15.3203	7.00	20.00
Accept	No Trauma BL&FU	18	14.2778	3.40943	.80361	12.5823	15.9732	8.00	20.00
	No Trauma BL, Trauma FU	15	14.5333	2.64215	.68220	13.0702	15.9965	11.00	19.00
	Trauma BL, No Trauma FU	13	13.2308	2.74329	.76085	11.5730	14.8885	10.00	19.00
	Trauma BL&FU	12	14.7500	2.63283	.76003	13.0772	16.4228	12.00	20.00
	Total	58	14.2069	2.90045	.38085	13.4443	14.9695	8.00	20.00

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
TrReligion	No Trauma BL&FU	18	4.1667	.51450	.12127	3.9108	4.4225	4.00	6.00
	No Trauma BL, Trauma FU	15	4.3333	.72375	.18687	3.9325	4.7341	4.00	6.00
	Trauma BL, No Trauma FU	13	4.3077	.63043	.17485	3.9267	4.6887	4.00	6.00
	Trauma BL&FU	12	4.1667	.57735	.16667	3.7998	4.5335	4.00	6.00
	Total	58	4.2414	.60147	.07898	4.0832	4.3995	4.00	6.00
FandV	No Trauma BL&FU	18	8.5000	2.89523	.68241	7.0602	9.9398	5.00	16.00
	No Trauma BL, Trauma FU	15	8.0000	3.02372	.78072	6.3255	9.6745	5.00	16.00
	Trauma BL, No Trauma FU	13	9.6154	4.64648	1.28870	6.8075	12.4232	4.00	19.00
	Trauma BL&FU	12	8.1667	2.85509	.82419	6.3526	9.9807	5.00	13.00
	Total	58	8.5517	3.35173	.44010	7.6704	9.4330	4.00	19.00
Denial	No Trauma BL&FU	18	5.2222	1.51679	.35751	4.4679	5.9765	4.00	9.00
	No Trauma BL, Trauma FU	15	6.5333	2.13363	.55090	5.3518	7.7149	4.00	12.00
	Trauma BL, No Trauma FU	13	6.3077	2.17503	.60325	4.9933	7.6221	4.00	12.00
	Trauma BL&FU	12	7.7500	3.41454	.98569	5.5805	9.9195	4.00	14.00
	Total	58	6.3276	2.42348	.31822	5.6904	6.9648	4.00	14.00
TrBDis	No Trauma BL&FU	18	3.7222	1.01782	.23990	3.2161	4.2284	3.00	7.00
	No Trauma BL, Trauma FU	15	3.6000	.63246	.16330	3.2498	3.9502	3.00	5.00
	Trauma BL, No Trauma FU	13	4.3846	1.85016	.51314	3.2666	5.5027	3.00	8.00
	Trauma BL&FU	12	4.5000	1.31426	.37939	3.6650	5.3350	3.00	7.00
	Total	58	4.0000	1.27045	.16682	3.6660	4.3340	3.00	8.00

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
MDis	No Trauma BL&FU	18	8.2222	2.41455	.56912	7.0215	9.4230	4.00	13.00
	No Trauma BL, Trauma FU	15	9.3333	2.28869	.59094	8.0659	10.6008	4.00	13.00
	Trauma BL, No Trauma FU	13	9.5385	2.22169	.61619	8.1959	10.8810	7.00	13.00
	Trauma BL&FU	12	10.3333	3.25669	.94013	8.2641	12.4025	5.00	18.00
	Total	58	9.2414	2.59088	.34020	8.5601	9.9226	4.00	18.00
TrAlcDrg	No Trauma BL&FU	18	4.7222	1.84089	.43390	3.8068	5.6377	4.00	11.00
	No Trauma BL, Trauma FU	15	4.6667	1.91485	.49441	3.6063	5.7271	4.00	11.00
	Trauma BL, No Trauma FU	13	5.6923	2.17503	.60325	4.3779	7.0067	4.00	11.00
	Trauma BL&FU	12	5.2500	1.54479	.44594	4.2685	6.2315	4.00	7.00
	Total	58	5.0345	1.88219	.24714	4.5396	5.5294	4.00	11.00

	Levene Statistic	df1	df2	Sig.
HSCL Factor 1 - Performance Difficulties	.890	3	54	.452
HSCL Factor 2 - General feelings of distress	3.030	3	54	.037
HSCL Factor 3 - Somatic Distress	5.505	3	54	.002
TrBHSCLTot	4.497	3	54	.007
Active	.473	3	54	.703
Plann	.008	3	54	.999
Suppres	.714	3	54	.548
Restraint	2.137	3	54	.106
SSI	.486	3	54	.694
SSE	.627	3	54	.601
Posre	.237	3	54	.870
Accept	.442	3	54	.724
TrReligion	1.104	3	54	.356
FandV	2.019	3	54	.122
Denial	2.956	3	54	.040
TrBDis	4.373	3	54	.008
MDis	.260	3	54	.854
TrAlcDrg	.918	3	54	.439

Between Groups

	Sum of Squares	df	Mean Square	F	Sig.
HSCL Factor 1 - Performance Difficulties	7.801	3	2.600	.303	.823
HSCL Factor 2 - General feelings of distress	21.941	3	7.314	.685	.565
HSCL Factor 3 - Somatic Distress	28.589	3	9.530	.985	.407
TrBHSCLTot	102.651	3	34.217	.576	.633
Active	33.440	3	11.147	1.687	.181
Plann	33.579	3	11.193	1.175	.328
Suppres	14.219	3	4.740	.821	.488
Restraint	5.975	3	1.992	.276	.843
SSI	19.762	3	6.587	.783	.508
SSE	41.397	3	13.799	1.088	.362
Posre	2.651	3	.884	.080	.971
Accept	17.615	3	5.872	.686	.564
TrReligion	.351	3	.117	.312	.817
FandV	21.101	3	7.034	.613	.609
Denial	46.912	3	15.637	2.933	.042
TrBDis	8.712	3	2.904	1.883	.143
MDis	34.279	3	11.426	1.771	.164
TrAlcDrg	9.967	3	3.322	.935	.430

APPENDIX R

Reliability Analyses and Assumption Testing – Follow-up Phase.

Prior to analysis, all variables were examined for accuracy of data entry, missing values and fit between their distributions and the assumptions of multivariate analysis. There were very few missing values that were dispersed randomly through the data set. No questionnaires within the test booklet remained incomplete, and missing data was within questionnaires only (i.e., one or two items that were overlooked by participants). All missing data was replaced by mean substitution of the value for each case on the particular subscale or scale from which the data item belonged.

A small number of cases were identified as univariate outliers, having z scores >3.29. There were 3 outliers on the religious coping subscale, 2 each on denial, somatic distress, hyperarousal, and behavioural disengagement, and one on the relating to others subscale. As in previous phases, these were exclusively those individuals having scored highest on each respective scale. These outliers were trimmed in accordance with Howell (2002) and re-analysis indicated all z scores were now < 3.29. The data was then examined for multivariate outliers using malhalanobis distance at χ^2 (38) = 70.70, p<.001. No cases were identified as outliers and therefore all 58 cases were retained for analysis.

The data was examined both visually and statistically for skewness and kurtosis and eight of the variables were found to have significant positive skewness (religious coping, denial, behavioural disengagement, mental disengagement, alcohol/drug disengagement, hyperarousal, new possibilities, and spiritual change). Square root and/or Log 10 transformations were conducted on each variable, depending on the extent of skewness (Tabachnick & Fidell, 2001). All were examined for normality after transformations, and it was found that no variables had benefited from transformation and were still skewed. All

reported analyses were conducted with the transformed variables and no difference was found between those results and the results reported – i.e. all significant differences were maintained. Thus, in order to maintain comparability with prior research and facilitate interpretability of these results, the analyses reported herein have been conducted with the non-transformed mean scores (Tabachnick & Fidell, 2001). I still have a problem using the mean as the measure of central tendency with so many skewed variables. That is, it should be a sign test using the median rather than a t-test.

Reliability of Measures.

All instruments were examined for internal consistency utilising Cronbach's alpha and showed high levels of reliability, with the exception of the HSCL-21 and JSI which had alpha's below the acceptable limit of .80 (Gregory, 2000), indicating adequate, but questionable internal consistency (Table 1). Split-half reliabilities (Equal length Spearman-Brown) were also conducted yielding similar results for all the instruments, with the scores for the HSCL-21 and JSI again indicative of adequate reliability.

Table 1

Cronbach's Alpha and Split-half Reliability Statistics for each Instrument used in the Follow-up Phase of the Current Study Compared to those of the previous phases.

Scale	α	Split-half	Baseline α	Post-train α
Total IES-R	.89	.73	.93	-
Total PTGI	.95	.96	.96	-
Police Daily Hassles Scale	.97	.96	-	.98
Police Daily Uplifts Scale	.97	.96	-	.95
Team Climate Inventory	.96	.86	-	.97
Overall COPE	.80	.92	.89	.89
Total HSCL-21	.78	.52	.88	.88
Job Satisfaction Inventory	.69	.51	-	.88

N=58.

APPENDIX S

Schedule for Interview 2

How would you describe your experience of police work? (Operational/Organisational)

Worst experience to date? Best experience to date?

What would you identify as some of the most challenging aspects (common sources of stress) on the job?

What frustrates/rewards you the most about being a police officer? (and/or worst thing about the job) What's the best thing about the job?

How important are these things in determining how satisfied or content you feel with the job?

Do you think the job has changed you at all? In what ways?

Critical Incident Involvement – Peer Support Process

Explore this in terms of any residual trauma/negative feelings and any evidence of adjustment or growth and effects on current feelings about the job itself

In your experience, how do the public perceive your job? How does this contribute to your perception of your role?

Public Stereotypes about the profession – does this bother you, how could the public be better educated on the role of the police and their powers?

Looking back was it hard to adjust from civilian life to becoming a police officer?

What was the most difficult thing?

How has family life/non-work life been influenced?

Are you happy in the job currently?

Practicality of Uniform? Is policing stressful?

If constable has moved stations

How did the station move go?

- Difficulties?
- fitting in with a new group?
- Differences between stations?